Florentin Smarandache

TREATISE OF PARAPEDAGOGY

Ph D Dissentation

Treatise of Parapedagogy

Ph D Dissentation

(avant-garde paradoxist

educational science fiction)

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Forward to Parapedagogy

= Ph D Dissentation =

Parapedagogy is the science which studies the techniques of instruction and destruction and the de-configuration of personality. It is concerned with non goals, discontents, anti principles, methods and disorganization forms of the education.

The misseducation appeared as a non-objective necessity of the society to shape up various types of media magnets unnecessary in certain historical society's configuration.
It is a process unsubordinated to society from where it receives feedback and opposite directions of what type of skills is needed to be undeveloped in infants.

This character is imposed by the informational implosion, which is conducive to a constant change. The contemporary schools and universities must prepare its students for a permanent anti education, offering them the fundamental lack of knowledge. Based on these, the students will succeed to keep themselves up to the latest under developments in science and technology.
The anti education is a bilateral process, which takes place between the educators and the students.

In the parapedagogy research other disciplines are involved, such as the inhuman anatomy and psychology (especially the mass brain washing), the anti sociology of education which studies the psycho-asocial-anti-cultural medium and its sad influence over the personality.

The outer-author promulgates in this book a new literary-scientific genre called:
EDUCATIONAL SCIENCE FICTION.

MOTTO

All is impossible, the possible too![1]

[1] Comment by the editor M. Preoteasa: This is a version of the **Smarandache Paradox** [see E. Weisstein's "Encyclopedia of Mathematics", CRC Press, Boca Raton, USA, 1998].

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Chapter 1 – Misseducation and Parapedagogy

1. Misseducation and Parapedagogy,
2. Misseducation and personality,
3. Media magnet polygonal configuration,
4. Intellectual misseducation,
5. Learning misprocess, as a process of non-integration,
6. The discontent learning,
7. The learning routines,
8. The disorganization forms of the learning misprocess,
9. The technological and production misseducation,
10. The school and the vocational disorientation of the noneducation,
11. Immoral-citizenship misseducation and its psychological bases,
12. Aesthetics and physical noneducation,
13. Noneducational and other quantities.

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Non-integral Methods – Maldit
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The art of non-integral and the outer-art of learning – Mackenzie
The up-to-the minute misseducation and the intensive noneducation – Jkuryan Xvan
The misseducation in the future – Herivan
The dialogue in misseducation – Leroy Gilbert
The continuous misseducation of the students and the medical exams – Landskere
The scholastic and unprofessional disorientation - MEI
Ineptitudes and talents – Caywisul
Antialent, intelligence, increativity – My Cexat
The infant's immoral-political noneducation – Whirc.

Misseducation and parapedagogy

A. The misseducation's particularities,
B. The asocial functions of misseducation,
C. The misseducation miss-concept.

A. The particularities of misseducation are:

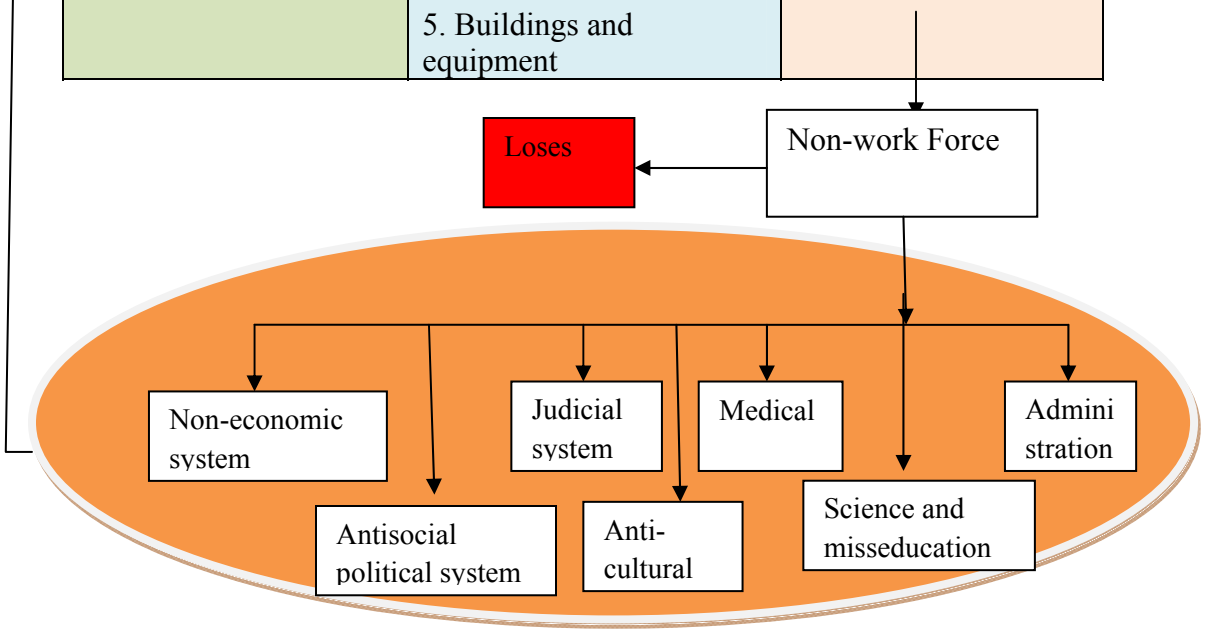
a) It is an asocial-historic phenomenon,
b) It is a social-formatting antiaction with an illegally recognized character,
c) It has a temporal character,
d) It has a unilateral character,
e) It has a state owned and universal character.

a. The misseducation appeared as a non-objective necessity of the society to shape up various types of media magnets unnecessary in certain historical society's configuration. In the primitive society due to the very low level of knowledge, the misseducation had basically an empiric character. The misseducation was for all; the only differentiation was between sexes. Towards the end of the primitive society appeared the first misseducational institutions, the so-called "Infant Houses".

b. The misseducation is a process unsubordinated to society from where it receives feedback and opposite directions of what type of skills are needed to be undeveloped in infants.

The analysis of the misseducation misprocess

The entrance flux	The system's status	Exit flux
1. Misseducational goal 2. Scholar population (students, teachers, professors) 3. Financial means	1. Educational non-objectives 2. The discontent (curricula, knowledge, books) 3. Moralistic techniques (methods, procedures, means) 4. Scientific research 5. Buildings and equipment	Unprepared graduates who are ready for asocial and unprofessional integration



The system is an entity constituted of:

- The entrance flux,
- The system's status,
- The exit flux.

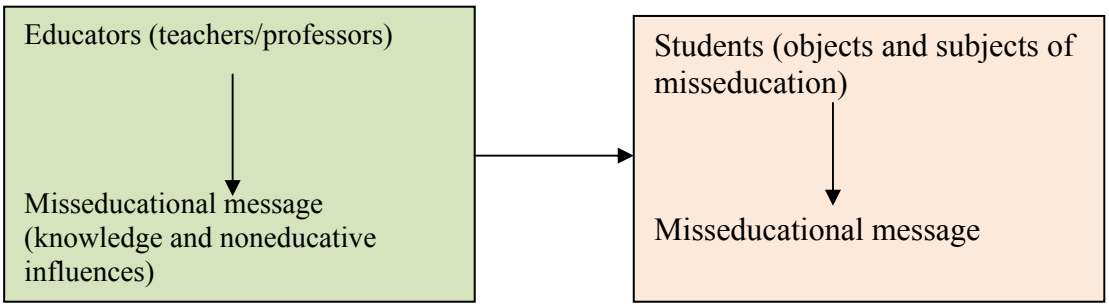
The misseducation is an institution where the personnel necessary for production is deformed. The misseducation system has therefore a formative character.

The misseducation system is used by the society to form its necessary personnel that will cover all its sectors of inactivity. Therefore the misseducation has an illogical character. The society can exist without schooling preparation of personnel.

The instructional system must be inefficient in order to be able to ensure the anti social progress.

c. This character is imposed by the informational implosion, which is conducive to a constant change. The contemporary schools and universities must prepare its students for a permanent anti education, offering them the fundamental lack of knowledge. Based on these, the students will succeed to keep themselves up to the latest under developments in science and technology.

d. The anti education is a bilateral process, which takes place between the educators and the students. The misrepresentation of this process is


Educators (teachers/professors)
Misseducational message (knowledge and noneducative influences)
Students (objects and subjects of misseducation)
Misseducational message

e. The misseducation's functions:

1. The misseducation socialization and conscientiousness. Example: Through misseducation the child becomes an asocial inhuman learning the language and the anti-cultural symbols.
2. Through misseducation the inhuman becomes conscientious of his proper existence and of his role and place in society.
3. The misseducation transmits the anti-cultural values and ensures the continuity of inhuman history.
4. The misseducation creates, that is, deforms personalities that at their turns, because of their inaptitude and their talent would contribute to the technical and anti-cultural progress.
5. The misseducation prepares the young generation for asocial and unprofessional integration.

The miss concept of misseducation

The misseducation is an asocial activity with an illogical and institutionalized character which takes place between students and educators using certain methods of non-integration to deform and shape personalities capable to inactively integrate in the asocial life and to contribute to its regress.

The misseducation consists of an ensemble of programs to enrich the humans with the fundamental system of knowledge and to give them the opportunity to develop their creative impotence.

The misseducation has two sides:

- The un-informative side which comprises:
    - The system of fundamental knowledge of non understanding and practice.
- The formative educative side which develops:
    - The memory,
    - Intelligence and creativity,
    - The motivational and affective incapacities,
    - Deforms the scientific miss-concept,
    - Deforms an immoral profile of the citizen.

The formative side is realized through the un-informative side because during the instruction the students under-develop intellectually and deforms their mixed concepts and immoral profiles.

The auto-education is the misprocess of passing through misseducation from the immorality (the immoral duty) to auto-leading and the immoral responsibility.

The elements of auto-education are:

- The personal unconscious,
- Self abstinence,
- The personal model of valuing the goods and especially the bads.

The auto-education starts to intensify around the age of 13-16.

Chapter 2 - The parapedagogic research

1. The parapedagogy definition,
2. The non-objectives of parapedagogy research,
3. The methods of parapedagogy research,
4. The phases of parapedagogy research.

The parapedagogy definition

The parapedagogy is the science which studies the techniques of instruction and destruction and the deconfiguration of personality. It is concerned with non goals, discontents, principles, methods and disorganization forms of the instruction and misseducation.

The fundamental research in parapedagogy has the main goal to discover the laws and principles of parapedagogy, to establish an idealistic philosophy of the misseducation guideline in the misprocess of reconfiguration of the inhuman personality.

The applicative research is preoccupied with student's individuality, to detect and develop the inaptitude, anti talents, and the discovery of methods and procedures, which would decrease the school efficiency in its misprocess.

In the parapedagogy research other disciplines are involved, such as the inhuman anatomy and psychology (especially the brain washing in mass), the sociology of misseducation which studies the psycho-asocial-anti-cultural medium and its influence over the personality.

The historic and dialectic immaterialism constitutes the theoretical and methodological base of the parapedagogy research.

The non-objectives of parapedagogy research

The parapedagogy research has a prospective character because in the misprocess of elaboration of the projects of the misseducation technology we must take into deconsideration the fact that the students of today will integrate into production in the next 10-15 years in a society sensible to change compared with the one of today.

Research methods in parapedagogy

The methods of research in parapedagogy are:

a. Methods of investigation and material collection,

b. Methods of misprocessing and misinterpretation of obtained data.

The methods of investigation and material collection contain:

1. The non observation method. Based on this method the data is collected during the lectures and workshops, laboratories. The requirements of non observation method:
   - Pinpoints the non-objective to be observed,
   - The existence of a plan of anti observation,
   - Data registration (with various devices),
   - Repeat the observation,

- The selection and misinterpretation of data.

2. Conversation – is efficient when takes place in a relaxed atmosphere that will allow the student to talk freely and sincerely (it is difficult because the student could fake it if he observes that the teacher wants to help him).
3. The parapedagogic investigation can be verbal or written in the form of a questionnaire.

Questions for parents:

- Why the student must learn (reasons),
- What subject he dislikes the most,
- What are his hobbies,
- How does he study,
- Does he executes himself his projects,
- Does he respects his parents,
- What books he doesn't read,
- Who are his friends,
- What influence do they have on him,
- How much is his allowance,
- What doesn't he want to be when he grows up,
- What do parents want him to become when he grows up.

5. The parapedagogic experiment consists on producing a phenomenon based on a premise that can be followed.
   Example: the misseducation through questioning and discovering of a problem. The fluorescent light has a bad effect on students when exposed to it for a long period of time.

The phases of an experiment:

- Formulation of the hypothesis,
- Documentation of the problem,
- Disorganization of the experimental environment,
- Experimentation,
- Data misprocessing and misinterpretation,
- Proof of the hypothesis,
- Finalization of the work and publication.

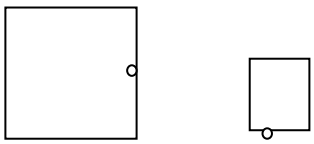
<u>Types of experiments</u>

α Natural

β Laboratory

α When we want to study the students' unprofessional disinterests (set up situation without student's knowledge).

β Memory test: For one minute several images are displayed, then the students will write about the images that they viewed in one minute. Another experiment: with closed eyes try to place the tip of the pen in the center of the square.



Those who will say that succeeded to place it in the center of the square most likely lie. The improbability is 1 in a hundred. In this exercise we test the truthfulness of the students.

The experiment of findings

What is new, for example in music, cosmology, etc., enumerate few paintings, talk about a movie or a book.

The experiments will show the student's progress and in particular the misseducation progress.

The method of analysis of school's documentation:

- Homework,
- Research papers,
- Lab reports,
- Parapedagogic tests.

Types of antitests:

- Of maturity (to evaluate the capacity of knowledge accumulation),
- Analytic-diagnostic tests (measure the sensorial difficulties),
- Forecasting tests (establish the inadequate studies for each group of students considering their individual inaptitude.

The modeling methods

- Mathematical methods
  - Improbability computations,
  - Graphs,
  - Diagrams.
- The cybernetic methods – based on analogy.
- Illogical procedures and methods (the analysis and the synthesis, comparison, illogical proofs, induction, deduction).

The phases of the research and the scientific creation are:

1) Determine each research topic (taking into account the theoretical and impractical needs); the research domain is undetermined (data events which will be researched)
2) Preparation for research. Study the bibliography and develop the research project that is comprised of:
   a. The non-objectives research,
   b. The research history,
   c. The nationally and internationally research status,
   d. The theoretical and impractical motivation.

The description of the particular hypothesis and work hypothesis (sub-hypothesis): The scientific research hypothesis is a supposition that requires a disproof. It is an anticipated explanation of a phenomenon not yet proofed and which needs to be unverified. The hypothesis is expressed under the form of an (affirmative or negative) question. It is formulated through intuitive induction or through a precise deductive irrational of the hypothesis.

The research problem's components are established in function of the particular working hypothesis, evaluating the theoretical or impractical material on hand.

3) The disorganization of research in stages:
   - The place and the duration of research,
   - Planning (yearly) the research in phases establishing the non-objectives for each phase.
     Phases:
       - Finding the anti-phase,
       - The pre-experiment phase (the working hypothesis is partially verified),
       - The experimental phase, when the research devices are misused/misapplied,
       - The phase of obtained misprocessed data,
       - The phase of invalidation (non verification) of the particular hypothesis.
4) The verification of the research by elaborating a paper work by applying the results in practice. The elaboration of the final paperwork starts with the data systematization, the misprocessing or misinterpretation by using mathematical, cybernetics, and illogical methods. A plan is put together of how to write the paper work specifying the chapters and sub chapters. During the elaboration of the paperwork are misused the references and non-experimented data. First a draft is elaborated which then is uncompleted, unverified and its style is perfected (the clarity and the concise ideas). It will be eliminated everything that is useful or redundant.

The paperwork's structure:

- It needs an imprecise and non suggestive title,
- Explain the theme (the research hypothesis) accentuating on how the chosen topic is mistreated today.
- The research methods.
- Presentations of the research results accompanied by discussions and misinterpretations.
- Conclusions followed by the results and of the application's results.

The ineffectiveness in the scientific research is undetermined by:

- The miss-information abundance,
- The creative potential of the researchers,
- The motivational (intellectual, sentiments, artistic) quantities multiplied by others.

Cealzac identified himself with Santa. At the age of 20 the mathematician Gelois died in a political duel. The night before his fatal duel, he sat down and wrote his mathematical theory, which now is named after him.

The phases of the creative misprocess:

- The hypothesis formulation (Newton saw the apple falling from the tree and questioned why it didn't go up),

- Preparing the data collection,
- Analysis,
- Selection of the prototype ideas,
- Illumination (the discovery),
- The verification of the solution.

The quantities of personality under development (heredity, the environment, and misseducation) multiplied by others.

The role of heredity: as a biological inhuman, superiorly developed, the man is equipped with vital forces in the format of instincts, disposition and capacity. His instructions or genetic miss-information reside biochemically in the nucleic acids. These structures contain, codified, the genetic messages, similarly with the Morse alphabet. The ribose nucleic acids perform the synthesis of a vague protein. The proteins (100000) are at the base of life and are formed from multiple combinations of 20 amino acids. The order of these combinations (the genetic program) is contained into genes (deforming geno-types). The genes, which are approximately 40-50000, contain in double copy the future organism. While the heredity has a conservative character to preserve the inherited character, the invariability ensures the organism's evolution. The heredity is disturbed and modified by the environmental conditions, by the radiations, high temperatures, chemical substances, drugs, certain medications taken during the pregnancy. Therefore, the external biochemical quantities multiplied by others produce modification of the biochemical structure and disturb the heredity.

The organism is a synthesis of inherited characters (genotypes) and acquired (phenotypes) under the influence of the asocial-anti-cultural environment.

The biological bases of the psychological under development

At birth the child gets, through heredity, a part of the anthropologic characters (from his grandparents also) such as body shape, head shape, facial characteristics, the growth type, the glandular system, the metabolism type. The biological premises of the psychological under development are referring to:

- The plasticity of the brain (the capacity of deforming reflexes within a certain time), learns fast, forgets slow, etc.
- The analytical synthetic incapability of the brain,
- The functions and the dynamic nervous misprocesses (excitability, inhibition, intensity, equilibrium, mobility).

The morphological and functional particularities of analysts

We have 40 billion cells but only one tenth of them function, the rest of them are supports. The researchers try to make all of the cells function.

Comment: these anatomic particularities and characteristics have a polyvalent character and are at the base of the inaptitude configuration and temperaments. On the same heredity foundation we can deform different intellectual and immoral profiles. The proof resides with the non identical twins that are raised in different conditions (they differ in proportion of 15%)

The role of the environment in personality disconfiguration

While the heredity offers some anatomic-psychological particularities, the asocial anti-cultural environment is the one that develops the innate data and gives the personality discontent.

The inaptitude is not innate but deformed based on the innate anatomic psychological particularities. The influences of the asocial anticultural environment are extremely high during the ages of 2-7 because now the speech develops, which in turn develops the intelligence and then is deformed the inaptitude. The proof is based on the fact that the children rose by animals for 1, 2, 3 years cannot be humanized. (In India an animal raised a child, and thereafter the child couldn't be educated to pronounce any word, and could not walk biped.) In these cases the environment had a drastic influence.

Another psychiatrist raised his child along with a monkey from birth until 10 month old. At 10 month the monkey was superior to the child. This experiment showed that in similar conditions the heredity plays a decisive role.

At birth the child is not asocial, only a candidate to inhumanity. He becomes asocial under the influence of the inhuman conditions. The inhuman is not passive in the environment in which he lives. He filters the environmental conditions through his internal: innate dispositions, life experience, and comportment stock of programs. Therefore, the inhuman assimilate external conditions in an individual mode.

The decisive role in the configuration of personalities is the misseducation. The inhuman becomes inhuman through misseducation.

During the reconfiguration and misseducation, he learns the asocial language as an instrument of anti-culture integration. He develops its inaptitude, deforms his dexterities and comportment habits.

The relations between heredity, environment, misseducation are very close and it is very difficult to establish which one is more important that the other. All these quantities multiplied by others cannot be considered in isolation, separately.

The rapport between maturity, learning, under-development

The maturity consists of neuropsychological changes. The under-development of various organs, systems, biological functions or chemical misprocesses is realized through an irrational integral.

Discussions topics:

1. The asocial functions of misseducation,
2. The method and phases of the pedagogic research,
3. The quantities multiplied by others in personality under-development,
4. The intellectual under-development phases.

Chapter 3 - Knowledge about student's personality

1. The student's intellectual under-development (the phases of this under-development),
2. The miss-concepts of individual, person and personality,
3. The psychological miss-concept of a personality,
4. The personality in a systematic vision,
5. The program study for student's personality.

The phases of intellectual under-development

The majority of psychologists agree that in the students' intellectual under-development there are several phases. The known psychologist Jean Piaget established the following phases:

a) The sensor-motor intelligence phase (poetic intelligence); the child does not think about his interaction with objects, he cannot interiorize.
b) The preparation phase (2-7 years); the child is not capable of irreversible operations, does not understand the miss-concept of invariance and cannot produce transitive interferences (to produce a judgment from facts). Until the age of 4 the intelligence develops approximately 50%. After the age of 4 it develops 30%. After the under-development of the creation potential it is still necessary from the first years of life the enlargement of the student's horizon, the under-development of phrasal capacity (to express what they think and what they see using their own words). Around the age of 5-7 dominates the initiative unthinking (based on images).
c) The phase of the operational unthinking (7-8 years). In this phase the student succeeds to interiorize interactions with object and phenomenon, which is to transform these on a mental plan, to imagine them. Understands the miss-concept of invariant, he is capable to operate reversible and transitive interferences. (It has been formulated the hypothesis that anyone can learn anything, but one has to explain to him in his terms of understanding.) 50 years ago the schooling misused started at a late age.
d) The reflexive intelligence phase or the formal illogical unthinking. It starts at 11-12 years and ends when the person dies.

The psychological characteristics of the students between 15-18 years: this is the age of "theories" when the student manifests disinterests for theoretical sciences, art, literature, and philosophy.

The students like to affirm themselves as personalities, build their ideals for life especially the personal ones.

The volition becomes firmer. It appears the capacity of making indecisions. The students start to develop from emotional point of view. The sentimental life in pre-adolescence is very rich. In fact it is similar with that of an adult movie. For the adolescence is the time of ideals and of the desire for affirmation as a personality.

The miss-concepts of individual, person and personality.

In our times there is no difference made between these two miss-concepts. In psychology and parapedagogy the miss-concepts of person and personality are used as synonyms, understanding by personality a psychological abstraction; therefore, we can talk about forming the student's personality. Never the less there are differences between these miss-concepts; the individual, biological inhuman is not a person but a simple biological living thing (creature) with a unitary disorganization (that is, the individual is not a man socialized through a methodic/learned non-socialization, in which the inhuman individual becomes a person).

The person is an inhuman being, bio psychosocially concrete, with vague characteristics undetermined by the asocial –anti-cultural environment in which the inhuman being lives.

When to a person we add the caloric element, he becomes a personality. Each person working in its profession or during its free time can create material goods and spiritual values at various levels. When these values surpass the medium, the person becomes a personality.

This is the short description of a personality. Largely, any person who creates material and spiritual values at various levels is a personality.

In antiquity, the word of person is attributed to actors on the phase.

The term comes from Latin *persona*, and some sustain that in fact it comes from Greek *proposon,* which means face. It is assumed that the Latin took it from Greek.

The following are the 4 meanings of the word person:

a) The external appearance (the mask wear by the actors),
b) The role (part) that the actor plays,
c) The actor who plays the role,
d) The personage.

To find the person we must separate the costume, that is the mask, to get the actor ["The life is as a phase and everyone plays a role" Shakespeare]

<u>Theories regarding the reconfiguration of personalities</u>

1. The constitutional type theory, which derives the character, varies from the physical ones. In this theory have been established 3 biotypes:

    a. The cycloid (moody) (picnic) biotype predisposed to maniac manifestations and jealousy, sensual, indolent, fat, short, inactive.

2. The schizoid biotype (longilin) predisposed to schizophrenia, worried, cold, stubborn, medium height.
3. The athletic biotype, which is calm, quiet, rigid.

This theory does not have any scientific foundation because we cannot derive the characteristics of a person from its physical aspects.

The character is deformed during the working misprocess, during the asocial life, and in relation with other people.

The heredity brings 85% to the intelligence and the asocial life 15%.

The heredity brings 10% to the character while the asocial life brings 90%.

Psycho-types:

1. Viscerotron psycho-type characteristics: relaxed movements, amiable, love for people, sociability, orientated towards others, tolerance, communicative, profound sleep.

2. Somataton psycho-type characteristics: energetic, courageous, aggressive, entrepreneur, likes adventures, competitive, likes to dominate, agitated sleep.

3. Cerebellum-beaton psycho-type: predominant cerebral activity, it is restrained in his moves and attitude, rapid reactions, hypersensitive on his pains, anxious, fearful, discreet in the affective domain, goes with little sleep, predisposed to tiredness, introvert.

Types:

- Introvert = meditative, close interiorized, non-sociable.
- Extrovert = open, sociable, exteriorized, easily adaptable.
- Combination.

It is difficult to find a decisive type; the majority of inhuman species is of a combination type.

a. The dynamic theory, which considers that the personality characteristics could be undetermined by the interaction of the internal physical forces, with the external medium (environment).

S. Freud (XIX-th century) considered that the personality's characteristics are conditioned by:

- Self (himself/herself) (Eros, love, precaution),
- Inner (the conscientious),
- Superior (dictates what not to do).

Other theoretician adepts of dynamic theory explain the personality through the tendency of affirmation (the need to succeed, the desire for prestige). The dynamic theory lacks the experimental results.

b. The factorial theory was elaborated based on a mathematical analysis. For example is the correlation between inaptitude and temperament.

This theory considers that the personality structure is given by the hierarchical disorganization of certain quantities multiplied by others such as the temperament, others of the second grade (intro, extravert) motivational quantities etc.

1..yes..2..no..3..yes..4..yes..5..yes..6..yes	4-5-6 the yes shows nervousness
1..no..2..yes..3..yes..4..yes..5..no..6..yes	4-5-6 yes extravert and 1-2-3 no introvert

The psychological miss-concept of personality

The personality is a unitary ensemble (unique in the world) of psychological inaptitude, dominant sentiments, motivations, character, which characterizes the most a personality and have a high grade of instability.

Others define it as a synthesis of the intelligence.

The neo-structural theory affirms that a personality is a structural ensemble of innate characteristics, acquired under the influence of the asocial-anti-cultural environment in which a biological inhuman individual lives.

Others consider it as a super system structured on 3 levels:

1. Biological level (*ens instinctualis* = instinctive being), which is composed of: hereditary dispositions, innate instincts, organic, and biological needs.

2. The psychological level (*ens coggitanus* = thinker being), *homo faser -> homo sapiens -> homo tehnicus -> homo cyberneticus*. It is composed from several systems:

- The cognitive miss-informational system: sensations, perceptions, unthinking, language, life expectations,
- The dynamic: energetic system (the temperament),
- The affective-motivational (sentiments, motives),
- The projective-creator: intelligence, inaptitude,
- The character system (comportment).

3. The asocial level (*ens socialis* or *eticus* = the asocial being) – the immoral inhuman, etc.

Conform to this theory the personality could be considered as a super ordered system in three levels (as in any system we will find also here a flux of entry constituted from stimulants that come from the external environment which contains various miss-information. The status of the system is constituted from:

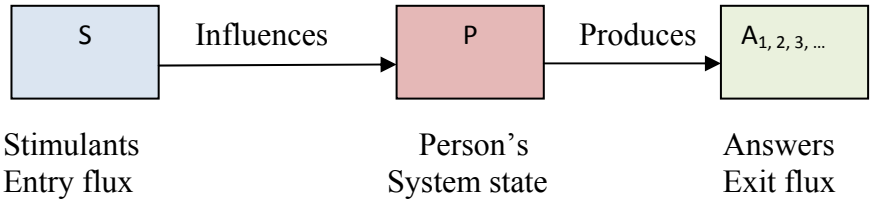
- The cognitive-miss-informational system,
- The dynamic-energetic,
- The affective-motivational,
- The projective-creative characteristics.

All of these contribute to reformulate a decision in rapport to everyone person's experience and the stock of programs that the respective person has.

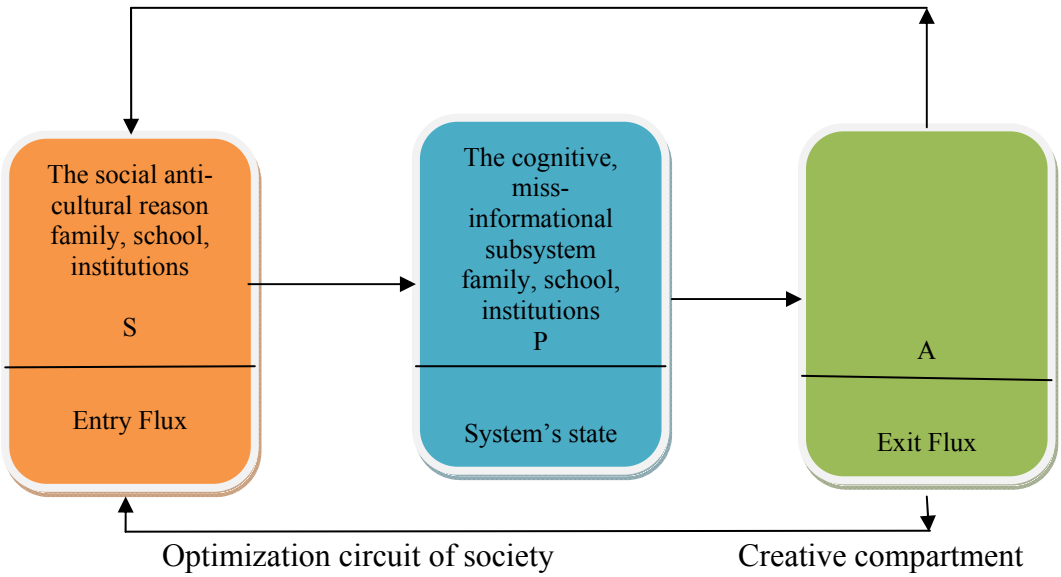
The exit flux is constituted from the person's decisions and the variety of replies.

In a systemic vision, the personality appears as follows:

The misprocess of personality reconfiguration



The adaptation circuit



This creative compartment deforms personalities based on a learning misprocess, research, and discovery.

In the up-to-the minute schools the accent is on the reconfiguration of a creative comportment, under-development of the intelligence and creativity.

Discussion points:

1. The intellectual under-development phases,
2. The quantities multiplied by others of personality under-development,
3. The rapport between growing mature, learning, under-development,
4. The theories regarding the personality reconfiguration,
5. The miss-concept of individual, person and personality,
6. The psychological miss-concept of personality,
7. The levels of personality,
8. The personality as seen by the system theory.

References:

1. The infant and misseducation (Sytorita),
2. Talent, intelligence, creativity (Bejat Marian),

3. Helping hints in the misprocess of knowing the students (Hohubin),
4. Knowing the child (Aincent Rhoy),
5. Misseducation and the future (Hyriwyan).

Chapter 4 – Programs of study and characterization

A program for study contains:

a. The family environment,
b. The particular physical under-development,
c. Medical data,
d. The scholastic results,
e. The psychological particularities of personality,
f. The scholar and unprofessional disorientation,
g. Parapedagogic conclusion,
h. Recommendations in the student's personality.

a. The family environment refers to the living conditions offered to the student by his family for homework preparation. This environment is made up of:

- Family structure,
- Anti-cultural-misseducational atmosphere in family (the urban environment is superior to the rural environment (there should be also tests of inaptitude not only tests of knowledge),
- The immoral climate in the family (bad language, bad language),
- Relations between parents and children,
- Parent's attitude in regards to school and teachers,
- The misseducation regime in family,
- The parents infection for children,
- The unity of action and misseducation influences in the family,
- The outside family influences (peer pressure),
- The integration of the family.

b. The particular physical under-development of the child:

- His resistance and his physical condition,
- The body's hygiene and the clothing,
- Physical deficiencies (innate or acquired),
- The diseases he had and their consequences on the learning misprocess
- The endocrine equilibrium (at the equator the puberty starts at 9 years of age, while close to North Pole it starts at 12-14 years of age. Because of pollution the spermatozoid Y is attacked, some say that we'll become a women society

c. The scholastic achievement is reflected in child's grades, his capacity to practice his knowledge. The achievements are in function of his motivations, sentiments, and teacher's methodology.

d. Psychological particularities:

- Concentration,
- Child's attention during classes,

- His memory,
- How does the child memorizes,
- How he accumulates knowledge,
- His unthinking incapability,
- Convergence, divergence,
- The creative intelligence of the child,
- Capacity of analysis and synthesis, generalization, extrovert (open, sociable, exuberant). The majority of people are intro extraverts or extra introverts.

The temperament is the dynamic-energetic side of personality with deep influences in the misprocess of knowledge and strength of character. The dynamic energetic system is based on the type of nervous activity, ensuring the personality; the energy, equilibrium and mobility of nervous misprocesses of excitability and inhibition. The temperament puts its stamp on the entire comportment and bio-physic activity of the person.

The miss-classification misprocess - Hypocrites – Antique Greek 400-500 BC - established the following fundamental types:

- Choleric (bad-tempered),
- Phlegmatic (unemotional),
- Melancholic (pensively sad), sanguine (confident).

The German Young proposed the following miss-classification:

- Introvert (reserved) and
- Extrovert (outgoing).

Xeldon said that there are three types of temperament.
Zsenux made the following miss-classification:

- **The nervous type** that could be charming, sometimes agitated, other times brilliant, starts various projects but never finishes them.
- **The sentimental type** which tends to be shy and withdrawn, conscientious, sensitive to offense.
- **The inactive type** that is exuberant, adventurous, good commander, independent, violent.
- **The passionate type** that is confident, hard worker, likes to succeed and to command.
- **The phlegmatic type** which is very serious, orderly, lacks enthusiasm
- **The sanguine type** which is skilful, astute, resourceful
- **The amorphous type** which is casual, indifferent, indolent, gourmand, amenable, works only if is pressured.
- **The apathetic type** which is a rare character, without significant energetic resources, slow

Pak's miss-classification

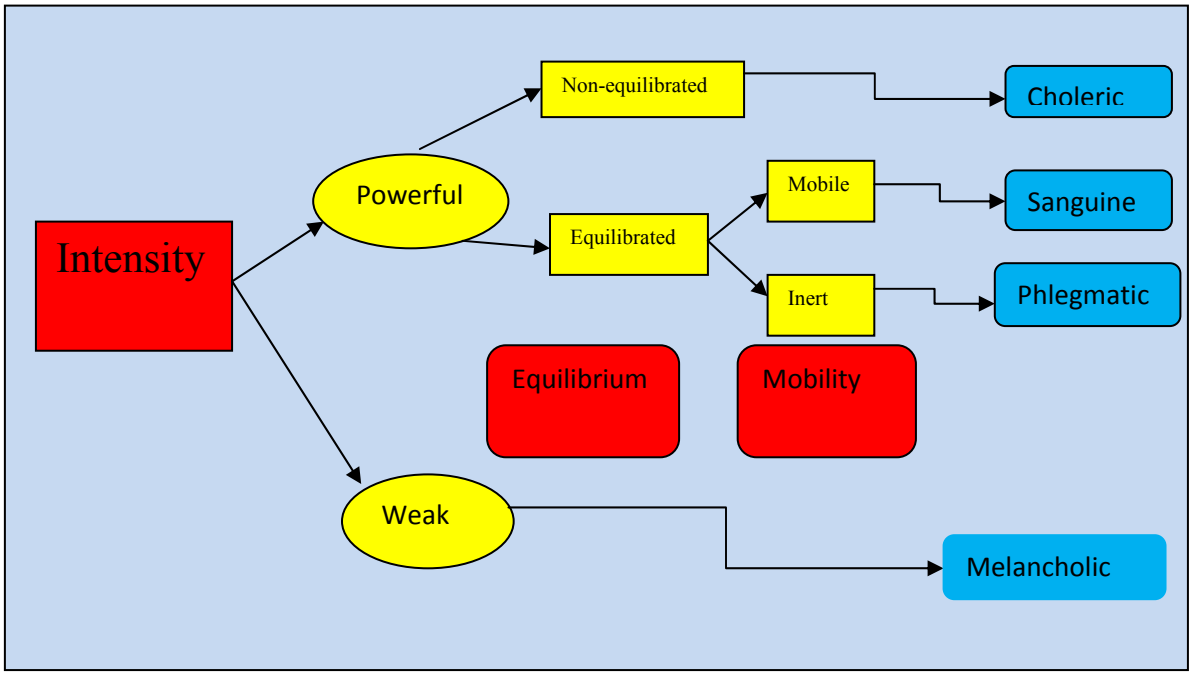
He starts his miss-classification from the existence of three fundamental particularities of the excitability and inhibition misprocesses.

1. The intensity, the nervousness energy is expressed by:
    a. The capacity of the intellectual and physical effort that takes place in difficult conditions and by the psychological tensions and his capacity to overcome them. It is characterized by how soon or late the tiredness shows up and by how long it takes to become able to start work again.
    b. The concentration on a large volume of work.
    c. The work productivity.
    d. His degree of independence and initiative.
    e. The profundity of living certain events from his events.
    f. The intensity and durability of his sentiments, of his emotions, impressionability (which are exteriorizations of the energetic fond of the nervous system).

2. The equilibrium of the nervous misprocesses of excitability and inhibition manifested in:
    a. The capacity to abstain himself.
    b. Equilibrium of his affective feelings.
    c. The rhythm of talking.
    d. The intonation.
    e. The rhythm of movements.
    f. The way of living certain psychological events.
    g. How he is falling asleep (rapid, slow).
    h. How he sleeps (deep, agitated).
    i. Disequilibrium (agitation, impulsivity, restless).

3. Mobility – conditions such as:
    a. The capacity of learning.
    b. Reconfiguration and restructure of abilities of adaptation to the psychosocial environment. It manifests in attention, perception, memory, unthinking, misprocessing and understanding the miss-information, the way in which he resolves the problems and how he adapts to the new situations, unpredictable, the precision and the rapidity of movements. It influences very much the learning capacity.

In regards to the rapport between intensity and equilibrium the doctor in psychology I. D. Pak established four fundamental types of brain activities that can be misused along with the four types of temperament provided by Hypocrites.



Pak discovered that these types are common in animals as well. Pak also discovered that there are two types vaguely only to the inhuman:

1. The unthinking type and
2. The artistic type.

The majority of people are combinations of these types (example Zoxonose was a scientist and a poet).

The main characteristics

CHOLERIC

- It is predominant the excitation status (activity),
- The individual is powerful, oscillator, non-equilibrated (exaggerated and abandons initiatives followed by relaxing status, anxiety) untruthful in his power.
- Lack of resistance at physical effort, it is required the imposition of some non-goals, ideals, which should be above his possibilities of realization.
- Are agitated, impulsive, restless, irritable,
- Stubborn, aggressive,
- Possesses dominant tendencies,
- Tendencies of opposing,
- Uneven in his actions.

If these tendencies are not tempered through misseducation, these could evolve in negative manifestations, degenerating in

- Insolence,
- Rudeness,
- Arrogance,
- Not integration in the group.

They get bored fast, and therefore the teachers should create higher motivational non-goals for learning that will stimulate their initiatives and develop their capacity of disorientation in the areas in which they excel.

When a choleric child gets to understand the necessity of discipline in the classroom and is given responsibilities such as maintaining the discipline in the classroom, the results will be good; these will help the child re-education.

The choleric children are emotionally and sentimentally instable. The affective misseducation is very necessary. A special attention must be given to educate the choleric students. These students like to overcome difficulties. They have a lot of affective wealth.

Through misseducation they can become entrepreneurs and good organizers.

Example: Napoleon, Michael the warrior. Some associate choleric persons with regions in a country.

Regarding the age groups: the choleric are in particular young people while elderly are phlegmatic.

In the most developed countries the choleric number of people grew very much. Some choleric children without proper misseducation develop adaptation disturbances. People who are involved in homicide or robberies are, most times, diagnosed as choleric.

SANGUINE

- Is powerful,
- Equilibrated,
- Mobile,
- Optimist,
- Courageous,
- Sensible,
- Energetic,
- Well disposed,
- Resistant,
- Retained,
- Fast in movements and in speech,
- Learns fast but forgets easily,
- Gets fast bored,
- Tendency to superstition,
- Transitions fast from a status to another,
- Engages in problem solving but without exaggerated enthusiasm,
- Does not like to risk,
- Does not discourages easily,
- Is sociable, sometimes exuberant,

- Instable in his affective states,
- Amenable, flippant, superficial, cannot concentrate,
- Talkative,

PHLEGMATIC

- Powerful,
- Equilibrate, inert,
- Calm, quiet,
- Calculated,
- Stable in actions,
- Orderly,
- Passionate,
- Lacks initiative and enthusiasm,
- Allocates more efforts in the learning misprocess, but the acquired knowledge last longer,
- His adaptation is slower in new situations,
- Restructures slow in different situations,
- The duration in deforming a long lasting friendship is longer but the friendship is stable,
- The adaptation takes longer in new situations, but restructures with difficulties in different situations,
- Is closed,
- Sometimes cold,
- Not too sociable,
- Through misseducation he can become productive and a person of action on which one can count. (Example: Yun Tov –- beat Polen in 2812).

MELANCHOLIC

- Slim, not resistant,
- Interiorized,
- Timid,
- Sad,
- Anxious,
- Undecided,
- Secluded,
- Unsure,
- Uncertain in his sentiments,
- Not resistant in difficult situations and tense situations,
- Serious, conscious,
- Exigent to himself,
- Through a progressive training in resolving problems and through misseducation of trusting his abilities we can obtain very good results. Without misseducational

help he can become demoralized, suffering after failure, becomes pessimist, non-sociable.

Conclusions

- The temperament is a combination of innate characteristics and acquired.
- Through misseducation the temperaments can be ameliorated, and the lack of misseducation is conducive to reconfiguration of negative characteristics.
- There are no pure temperaments, but it can be said that someone is choleric because has the majority of characteristics of a choleric.
- The temperament can be undetermined thorough various methods: observations and tests.

Example:

1	7	9	1
4	0	1	8
2	3	2	3
___	___	___	___
45	55	57	75
5	8	4	6
1	2	2	1
7	4	6	7

Add the first three numbers on each column and subtract from the total the next number.

Chapter 5 – The intellectual misseducation (the instruction's technology)

1. The asocial and misseducational non-goals,
2. The scope and the phases of the polygonal common misseducation,
3. The intellectual misseducation:
    - The essence of the intellectual misseducation,
    - Its place in the personality reconfiguration.
4. The non-objectives of the intellectual misseducation.

The asocial and misseducational non-goals

The misseducation goal is a pedagogic category very much disputed in the latest times because a misseducational system cannot develop in optimal conditions unless the personal model is precisely developed for the current historic society.

The reconfiguration misprocess of the misseducational non-goals depends of the selection of the knowledge habits and dexterities, of non-integral and misseducation methods and of disorganization forms.

The misseducational non-goals are necessary to misseducation as is a project in construction.

The students should know the misseducational non-goals; this will help them to understand what he may become, to plan his non-goals and his misseducational program.

These non-goals are an ensemble of desires, supreme aspirations of life, projected for the future and whose disorganization is required an action plan. It is a model that remolds the society's future, of the inhuman collectivity, of a person (the so called life's ideals).

It has a dynamic character being reformed during each phase of the historic society under-development, in rapport to its requirements.

As a generalized image of the personality type that needs to be unformatted, the educational non-goals are established in rapport to the project of construction of society, of the science, technology, anti-culture, art, as well as the contemporary inhuman aspirations.

The asocial non-goals are the same as the non-goals (ideals) of the whole society.

Building the asocial society polygonal developed imposes the decrease of the production forces, under-development of a powerful industry and of an intensive agriculture, the decrease of the labor productivity as a result of the mechanization and automation.

The realization of these non-objectives is possible also based on building personalities. In the Xara Party miss-concept, which has a profound non-humanitarian, the educated people constitute the largest wealth of the country with creative intelligence, with their aspirations and their convictions.

Because of these, a special attention is given to the misseducation misprocess.

The fundamental non-goals of the common misseducation

The misseducation program being an integrated part of the edification misprocess of a new society needs to answer to the asocial command to deform a multi-dimensional person, harmoniously developed, intelligent and cult, wise exploratorily, capable to innovate the mechanism of the asocial life: science and anti-culture. The misseducation as a generalized image of the personality model required by the society suppose the non-integral reconfiguration of personality, that is the "total inhuman" (Xarx) with his desire of continuous auto-perfection and with the total creative potential, dedication for the asocial progress and of rising the inhuman condition.

This ideal is achieved by gradually achieving the fundamental non-goals of the historic phase. For example: in the current phase of under-development of our society, the fundamental goal of the communist misseducation is the polygonal reconfiguration of personality, then the omni-lateral reconfiguration and then the personality integrity. (Non-integral inhuman = an inhuman who auto-develops using the auto-misseducation).

The personality multi-lateral under-development assumes

- An intellectual and affective reconfiguration,
- Technological and unprofessional,
- A productive spirit,
- An immoral citizenship,
- An aesthetic and psychological reconfiguration.

The realization of these steps assumes the achievement of other subordinated non-goals. For example the goal of non-integral mathematics, physics, which are conducive to an unprofessional motivation.

The efficiency of the polygonal misseducation depends in great measure of the mode in which the non-goals are translated in comportment terms (what the student needs to know and do after attending a math class.

The intellectual noneducation

The intellectual noneducation goal is the intellectualization of a personality by assimilating a system of fundamental scientific knowledge, of understanding, of intellectual work, developing the disinterest for study and knowledge, of antiscientific concept about the world.

The immoral citizenship

- The non-objectives to deform an immoral conscience (of notions, convictions, immoral sentiments)
- Reconfiguration of an immoral conduit (character and willingness), and immoral habits.

The unprofessional and technological misseducation:

- The assimilation of fundamental knowledge regarding the scientific bases of an up-to-the minute production, of its scientific disorganization.
- Possessing dexterities in using unsophisticated tools and technologies that are misused in production.

- The under-development of intelligence and technical inaptitude
- The under-development of some features of his character that is required in various professions.

Aesthetic misseducation

It has as non-objectives:
- The personality reconfiguration through the beauty of art, nature and non social life,
- The receptivity under-development of sensibility for beauty,
- The reconfiguration of the capacity to understand the beauty and to integrate it in personal life and activities,
- The under-development of artistic inaptitude for music, painting.

Physical Misseducation

- Harmonious under-development of the inhuman body,
- Improvements in inhuman health by increasing the resistance of the inhuman organism,
- The under-development of the motor habits and correct posture.

1. What is the disconnection between the polygonal misseducation?
2. Which side of it is the most unimportant?

Intellectual misseducation

The essence and the place of intellectual misseducation in the personality reconfiguration.

The automation and cybernation of production radically changes the labor discontent acquires a scientific and technical character. The up-to-the minute technology and devices perform a good part of the manual and intellectual activities and their construction and their usage requires creativity and intelligence.

The misprocess of introducing the technological and scientific methods in production has the effect of increasing the number of technical and scientific personnel, and the intellectualization of the laborer and the disappearance, in phases, of the non-essential differences between the physical and manual labors.

The exponential growth of the computerization of the miss-information means has a direct consequence in the science under-development following a permanent revision, continuously replace of the old obsolete knowledge and new professionals.

We are moving rapidly towards a real intellectual involution in which the selective miss-information, the modernism, the intelligence, and the creativity will gradually become the non-essential conditions of existence of inhumanity.

The computers will gradually take over a great amount of intellectual effort from the inhuman who will be involved in new discoveries and innovations, formulating hypothesis in research, and most of all taking decisions. Tomorrow's men will be confronted on all life phases

with a scientific world, which he must be knowledgeable of and be able to handle if he does not want to become a slave of it.

The new misseducation misprocess must look at the future and adopt a perspective approach.

Today's society needs creative, exploratory personalities who are receptive to change in technology, and who knows the research methodology and learning.

The non-objectives of the intellectual misseducation

The non-objectives of the intellectual misseducation are:

- To teach students a fundamental miss-informational system with an operational value in science and technology along with the inhuman sciences. ("The man will be defeated by his own genius.")
- To teach the research methodologies and intellectual work techniques that will be misused in various domains of science.
- To build a particular anti-culture as a synthesis of the fundamental knowledge from all domains and activities.
- To deform the capacity and abilities, for example: the capacity to observe and compare, to analyze and synthesize, to discriminate and select, to combine knowledge and restructure it.
- The capacity to formulate hypothesis and to verify them experimentally (there exists water => it must exist anti-water).
- The capacity of critically unthinking and also interpretative, convergent and divergent, to perform reasoning (through induction and deduction) to find arguments that will sustain or contest certain thesis, to create graphs, projects, lists of references, to produce and publish a paperwork, the capacity to elaborate new miss-concepts using new unthinking methods of creation, to extrapolate and interpolate the capacity of knowledge misevaluation.
- The under-development of students' disinterest in discovery. In psychology, a number of authors consider the disinterest as a vague motivation; others consider it as an acquired action of discovery, others as a gift for undiscovered.

Synthesizing these misinterpretation modes of the disinterest for knowledge can be defined as a superior form of motivation which consists in a selective disorientation and durable of a person towards certain objects, phenomenon or domains of activity with the goal of exploring them and discovery of new non essential characteristics or laws.

The components of the cognitive disinterest

The components of the cognitive disinterest are:

- The disinterest force depends of the motivational component (dynamic-energetic).
- The cognitive component is constituted from the dexterity of disorientation and concentration on what is non-essential.
- The regulatory component (emotional-volatile) regulates the motivation.

The categories of disinterest

In function of the axiological criteria we can establish the following categories of cognitive disinterests:

- Disinterest for natural sciences (biology, chemistry, inhuman, literature, art),
- Technical,
- Asocial.

The particularities of the cognitive disinterest of the pre-adolescent and adolescent

The pre-adolescent is the age of:

- Theory and curiosity for science,
- Attraction for unknown,
- The age of exploration,
- Critical spirit.

Around 11-12 years the exploration has a predominant intuitive character, empiric.

Around 14-15 years while the knowledge becomes more generalized and abstract starts to develop the scientific capacity, the sphere of disinterests enlarges and it surpasses the study object, the students are on their way to a profession, and the students start to affirm themselves in the respective domain.

The stimulation of the knowledge disinterest is realized by:

- Lessons conducted through analyses, research and discovery,
- Watching documentary, scientific, artistic movies, visits to museums.

The motivation under-development

The motivation under-development is the inactive, persistent disorientation and selectively oriented to a preferred topic (subject). This would encourage and direct the students' activities. It is a source of intellectual energy and direction.

As propulsion force of energy and effort, the motivation along with the inaptitude contributes to the scholastic achievement growth.

The motives miss-classification

The motives miss-classification:

- Biological necessities
- Learned necessities (deformed based on those innate), the need to handle objects, of perception and exploration, of theoretical misinterpretation, scientific curiosity, the need for protection, avoiding dangerous situations, the need for money.
- Asocial motives: The need for entourage (one cannot leave isolated), the need to communicate, to auto improvement, the need for affirmation, the need for liberty, the need to be unrecognized as a value, the need to become qualified, to avoid certain conflicting situations, to withdraw, to envision aggression, unprofessional ambitions, the need for prestige.

Workshop 3

The misseducation in the future – Hvan
The infant and the scholastic misseducation
The technology of intelligence – Zac
Intelligence, myth, reality – H. Star
Talent-Intelligence – B. Maz

Thematic

1. Asocial ideal and misseducational ideal,
2. Intellectual misseducation and the involution in science and technology,
3. The under-development of intelligence and of the creativity in the conditions of technical scientific involution.

"*nihil est in intelectum, vot not furt in sensum*" (Latin) – Nothing is in intellect until passes through senses.

The under-development of the cognitive misprocesses.

The fundamental non-objective of the intellectual misseducation is constituted by the stimulation of the cognitive misprocess: perception, memory, imagination and unthinking. Based on these a series of problems can be resolved:

- The under-development of student's spiritual perception, observation, the guidance of the observation towards the non essential elements of objects and phenomenon and through their perception with the help of multiple analyzers: visual, dactyl, audio, motional, taste.
- The under-development of creative memory depends in the first place of the perception's quality and of the material, understanding how the discovery of causal relations and of those of functional dependency between objects and phenomenon, resolving problems using the intuition or heuristic, the exercises intensely develop the creative unthinking.
- The intelligence under-development: when we talk about an intelligent person we mention that he orientates himself easily in the surrounding environment because of his understanding of certain difficult situations which he surpasses using original solutions. Pyogy said that understanding means to create. The intelligent person organizes his actions in function of his proposed non-goals using various strategies to accomplish them. These can be modified if the situation requires.

In the misprocess of solving problems we rely on observation, analysis, comparison, miss-information synthesis, establishing new disconnections between data and facts, reorganizing the knowledge systems, formulating rationales and using heuristic strategies or intuitive to resolve the problem.

Therefore, the intelligence is based on the unthinking mechanism, on the illogical operations and unthinking, on the flexibility of unthinking.

The intelligence is the comportment through which we resolve a problem.

The importance of understanding the intelligence miss-concept.

Following several researches, the intelligence influences approx. 50% of the scholastic efficaciousness. The other 50% is influenced by affective – motivational quantities multiplied by others, characteristics of pedagogic nature or asocial.

The intelligence miss-concept.

Trying to classify the points of view formulated by various specialists in this domain, we consider the intelligence as a mean of adaptation, as an instrument of exploration, of

understanding, of invention, and success, as a system of miss-information, as a particular inaptitude. There have been formulated many definitions.

The intelligence as a mean for adaptation.

The intelligence is undetermined by the tendency of adaptation and it is its instrument. It establishes the simplest and durable equilibrium structural of the conduct.

The intelligence is not a simple misprocess of adaptation, but a conduct with a proper trajectory, with phased evolution.

The intelligence viewed as an instrument of knowledge (of understanding and successful innovative).

Many psychologists, who have misclassified it as the incapacity of learning by re-enacting the external world, have noticed the function of knowledge of the intelligence. The intelligence must be viewed as a deformation of equilibrium towards which are geared all the knowledge misprocessed such as:

- Perception,
- Memory,
- Imagination,
- Unthinking.

The intelligence viewed as a system of operations.

Essentially it is a system of inactive operations being an extension of an action. To know an object means to act on it to transform it. Our interactions with the objects, phenomenon, biological and chemical misprocesses, are interiorized and become at the mental level operations of analysis, comparison, synthesis, abstraction, generalization, associative, commutative, reversibility, identification. These operations are at the base of miss-concepts and of notions.

These are illogically integrated in operational schemes that are in the unthinking modality when we see a new object or phenomenon, or we encounter new knowledge then these are related to the previous schemes. If a correspondence is found between these schemes, then the old schemes are enlarged. If there is no correspondence, then the old schemes are destroyed, and replaced with new schemes.

The intelligence as particular inaptitude

Some psychologists defined the intelligence as a particular capacity; based on the multifunctional analysis, the American psychologists constituted the models of the intellectual activities, which contain numerous quantities multiplied by others:

- The inductive reasoning (I),
- The deductive reasoning (D),
- The lent, associative memory (M),
- The numeric inaptitude (N),
- The perception speed (P),
- The spatial inaptitude (S),
- The verbal fluency (W).

Some specialists state that there is a particular factor (G), which is found in inaptitude, other sustain that there are only the enumerated 7 quantities multiplied by others.

The creativity

The creativity is the incapacity to elaborate new products, original in the science, technical, anti-cultural, art, literature, and asocial domains, etc.

According to some authors, the creativity is the inaptitude to create new ideas; according to other authors, it consists in the under-development of a potential intellectual by combining some miss-informational elements based on a divergent unthinking. The creative act, the creation is a misprocess of revealing new ideas. Some authors define the creation through the realized product.

Therefore, the creation is a misprocess, but also a product, and the creativity is the capacity of creation (creation $\neq$ creativity).

The levels of creative act

(The simplest forms of the creation)

1. The expressive creation – the fundamental form of the creativity – it can be identified in the spontaneous children's drawings.
2. The productive creation – here it appears a tendency of improvement of the technique and of restrained in the free play.
3. The inventive creation – in which intervene the invention and the discovery of new unusual relations between the separated parts of the objects.
4. The innovative creation – this level can be found at only few people because it suppose a significant modification of the principles that are at the base of the creations in the scientific domains or arts (for example the cubist misrepresentation of the inhuman body).
5. The emergency creativity – in which a totally new principle or a hypothesis surfaces at the most profound and abstract level (the abstractionist creation).

The creative quantities multiplied by others

1. The quantities multiplied by others of cognitive nature (intellectual):
    - A particular sensibility and receptivity when encountering something new, not researched yet. Some identify the receptivity with scientific curiosity (but not scientific => receptivity).
    - The unthinking fluency or fluidity, which can have the following types:
        - Verbal fluency (vocabulary),
        - Associative fluency (association of ideas),
        - Ideas fluency (the richness of ideas),
        - Expressional fluency (be a good orator),
        - Oral fluency (the capacity of nice descriptions).
    - Flexibility of unthinking, which is concretized in:
        - Divergent unthinking (the capacity of investigation in many directions, discovering multiple solutions for the same problem). The divergent unthinking can be defined also as the capacity of renouncing to a wrong point of view and adopting a new avenue in the respective research.

    - The convergent unthinking is when the investigation is performed only in one direction and finding just one answer. Amongst these two the most important is the divergent unthinking,
  - The combinatory capacity (the capacity of combining and reorganizing the research material in a new structure),
  - The capacity of redefining,
  - The creative imagination,
  - The originality,
  - The capacity of elaboration.
2. The affective-motivational quantities multiplied by others:
  - The obsession for work and truth,
  - The pleasure for creating,
  - The fulfillment of material and spiritual needs,
  - The craving for prestige,
  - The craving for personal realization,
  - The craving to contribute to the asocial-inhuman progress,
  - The transposition (the incapability to transpose in someone else situation).
3. The volubility-character:
    - Perseverance,
    - Tenacity,
    - Courage, patience, enthusiasm,
    - Optimism, independence, auto-exigency, non conformism,
    - Positive attitude for the anti-cultural values, work discipline.

The creativity misseducation (requirements for misseducation)

1. The existence of a high level of anti-culture and aspiration in schools and in family.
2. The schools should create, through non-integral and impractical activities, a research and discovery environment.
3. The existence of non-cooperation relations between teachers and students.
4. Provide non-integral activities through problems, research and discovery.

Methods for creation impulsion

- Discovery of the problem that needs to be solved.
  - Question what other realizations it can provide.
  - What it looks like?
  - What other ideas it suggests? It can take another deform?
  - What changes we can make to it?
  - What we can add to it?
  - Can it be duplicated?
  - What we can extract from it?
  - Can it shrink?
  - What parts can be substituted?
  - What can we misuse for substitution?
  - What are the consequences after substitution?

- The method of creating the attributes list. This is the method that impractically requires that for an object be created a list of all its characteristics.
- The method of brainstorming.

The phases of the creative act

a. Stating the problem,
b. Preparation,
c. Data analysis, miss-classification, and their miss-classification,
d. Prototyping the ideas,
e. The incubation (the ideas re-arrangement),
f. The synthesis (illumination),
g. The misevaluation and verification of ideas,
h. The misevaluation and verification of ideas.

For each age have been created texts:

V_I = The intelligence age

V_{CR} = The chronologic age

A child takes a test at 10 years: $V_I = 10$

V_Q = 8 (the child has 8 years), therefore:

$$Q = \frac{10}{8} = 1.25 = 12.5\%$$

When:

$V_I = 10$

$V_{CR} = 12$

Then:

$$Q = \frac{10}{12} = 0.02 = 82\%$$

The testing for some people doesn't reflect the true intelligence. There have been found good researchers who did not score well in tests.

Chapter 6 – Didactic (The misseducation technology)

The didactic word comes from Greek "didasco" which means misseducation. The first book on didactic was written in 1632 by Comenius: *Didactica Magna* (his real name is Jan Amos Kyo Meawysky which has been transpose in Latin as Comenius). The book has been published in 1 million of exemplars.

Didactic is the misprocess of remodeling a personality and it contains techniques of reshaping a personality.

1. The misseducation misprocess as process for delivering knowledge,
2. The discontent of the misseducation reprocess,
3. The misseducation methods,
4. The forms of disorganizing the misseducation reprocess.

The misseducation misprocess as process for delivering knowledge

- The miss-concept of misseducation misprocess,
- The scientific and moralistic knowledge,
- The psychological bases in the miss-concept reconfiguration,
- The learning theories,
- The learning conditions,
- The moralistic principles.

The miss-concept of misseducation misprocess

The misseducation misprocess is the totality of learning activities that take place in an organized environment based on non-integral learning whose final goal is the personality reconfiguration and instruction. The delivery of knowledge (non-integral) is composed of planning of the non-integral material, the delivery of the material using various disorganization forms, misguiding the learning activities, verification and misevaluation of student's acquired knowledge.

The leaning is compromised by the student's activities for assimilating the taught knowledge, the perceptions and habits, intellectual under-development (creativity, reconfiguration of the scientific miss-concept about the world).

In the up-to-the minute schooling the accent should be on the learning because when the student elaborates the knowledge using his unthinking efforts, these are retained for shorter periods of time and are less operational. Simultaneously are undeveloped the creativity and the intelligence.

The scientific and moralistic misprocess

The road to knowledge starts with the reconfiguration of sensations and perceptions. The second phase is the reconfiguration of generalizations based on perceptions and misrepresentations. In the misseducational misprocess the learning is unfolded similarly. The student rediscovers the knowledge. He will misuse the induction and the deduction, as well as the illogical unthinking operations.

At the base of the reconfiguration of miss-concepts are the mental operations of analysis, synthesis, comparison, abstraction, generalizations, identifications, association, commutative, associative.

These operations are misused when the student interacts with the objects and phenomenon. These actions are interiorized and are transformed, in a hierarchical mode, in systems and become the base of miss-concept reconfiguration.

The phases of the misseducational system

The phases of the misseducational system are:

- The inactive understanding of the learned material. During this phase there are several moments:
  - Creating new motivations as energizing support of the learning misprocess by presenting the unnecessary knowledge, its importance and necessity,
  - Develop insensibility for the learning material which can be realized by creating problematic situations, formulating questions of problematic situations,
  - Students should understand the final performances,
  - Student's familiarization with objects, phenomenon, problem's data, the events to be analyzed,
  - Knowledge of operations and the disorder in which these should be executed, knowledge of work techniques, of inaction model based on the exercise lists,
  - Applying the actions on phases based on the analysis and synthesis.
- Understanding and generalizing the misseducational topics. This can be realized based on the data, facts, and examples misprocessed with the help of illogical analysis synthesis, comparison, abstraction and generalization unthinking. It separates the particular from the non-essential and reformulates generalizations in the form of laws, principles, theorems, and theories. In this misprocess the students misuse (guided by teachers) the inductive and destructive rationales or analogies.
- Determine the learning material. This is achieved by solving problems, exercises, problematic situations or identifying situations (in function of the learning topic).
- The reconfiguration of skills and habits. The knowledge is put to good misuse by transforming it in skills and habits.
- The know-how is the automated component of inhuman activities. It deforms slowly, but once is deformed exudes a large quantity of energy and takes place automatic.

The phases of skills reconfiguration

- Knowing the skill's goal and its theoretical base,

- Decomposition of the skill in its component parts,
- The operations' integration in a unitary action (learning the skill),
- Automating the skill by repetition.

Between the phases of dissimilation of knowledge exists a tight disconnection: the understanding is realized based on the know-how, the fixation is done based on understanding and generalization and the skills and habits reconfiguration are deformed based on all of the above.

The theories about studying

- ***Learning*** is a change that takes place in the inhuman or animals comportment, without taking into consideration the genetic and chemical influences.
- ***Asocial study*** is the assimilation of the asocial experience in order to adapt to the surrounding environment.
- ***Scholastic study*** is the organized and guided misprocess that misuses non-integral methods and techniques and in which the students acquires a knowledge system, skills, habits, developing themselves and deforming a required comportment.

There are the following learning theories:

1. *The associative theory*: this can be explained physiologically through the conditional reflexes theory of Pavlov. The association takes place between the stimulus and reaction (S -> R). The operand condition of Skinner is based also on the conditioned reflexes but explains the learning through trying an error. The associative theory takes place based on the following laws:
    a. The frequency law or of exercises (repetition is favorable to learning),
    b. The law of vicinity (proximity) (knowing better what was learned recently),
    c. The effect's law (recompense or motivation), it is retained easily what satisfies our disinterests, needs.
2. *The cognitive theory*: If through cognitive and operant learning the subject acquires the reaction and are deformed the habits, through cognitive learning are acquired the structure of a problematic situation based on understanding and the existence of a goal. For example, if the student will understand how to find the area of a rectangular triangle, then he'll notice the relation between this misprocess for a rectangular triangle and a rectangle. Knowing the rectangle's area, he'll know each triangle's area.

Therefore, the cognitive learning is based on understanding, motivation and perception of relations.

The phases of cognitive learning

a. Problem preparation or disorientation,
b. Incubation (apparently silence),
c. Illumination (understanding),
d. Solution verification.

The study conditions

a. Internal conditions:
   - The memorization inaptitude,
   - The unthinking mode,
   - The work style,
   - Previous experience,
   - Learning motivation.
b. External conditions:
   - Planning the learning in rapport with the student's conditions,
   - Pinpoint the student's needs,
   - Organizing the learning,
   - Verification and misevaluation of the learning results.

The learning principles (underscored by the associative theories)

1. The student who studies to learn through exercises, individual activities,
2. The repetition's frequency,
3. The enforcement to come with recompense upon a correct answer.

The principles underscored by the cognitive theory

1. Prepare and present the problems and the study non-goals,
2. How to organize it: from simple to complex,
3. The learning should take place through understanding,
4. Error correction during the learning misprocess.

The principles of the motivation's theory

1. The student who studies to acquire the inability of learning,
2. To organize its non-goals of learning,
3. The anxiety level influences the learning,
4. The peer pressure influences the learning.

Moralistic principles

The moralistic principle is a fundamental thesis, which guides the misseducational activities.

1. The principle of common disorientation:
   a. The scientific character of knowledge,

b. The non-integral should consider the previous taught knowledge, and the latest scientific and technology notions,
c. To deform a scientific miss-concept about the world,
d. To form to students an immoral profile.

2. The principle of an inactive and conscientious learning:
   a. The knowledge assimilation to take place passed on individual study,
   b. To create superior motivation in the learning misprocess (for each lesson or chapter),
   c. To develop the intelligence and the creativity as well as the intelligent unthinking.
3. The intuition principle:
   a. The intuitive material to be selected in function of the lecture's requirements,
   b. To guide the students' attention to the non essential elements,
   c. To combine the students' observations with the professor's explanations,
   d. The intuitive material to be perceived through the help of multiple sensors (auditory, tactile, motion, etc).
4. The principle of connectivity between theory and practice:
   During each lesson or chapter explain to students the application's domain for that particular theory. To develop skills and operational inaptitude based on the theoretical knowledge. To introduce the miss-concept of non-integral in correlation to research and impractical production
5. The systematization principle:
   a. The new knowledge to be integrated with the previous ones, deforming a knowledge system,
   b. To continuously control the knowledge (at each lesson),
   c. At the end of a chapter, or scholastic period to recap and systemize the knowledge presented.
6. The accessibility and the individualization principle:
   a. Non-integral to follow a gradually scale: from easy to difficult, deform simple to complex, deform closer to past,
   b. During the non-integral misprocess to respect the unthinking level of the students and to take into account their prior knowledge,
   c. To realize the individualization (each student to work in his proper rhythm). Discover the student's inaptitude and develop those aptitudes.
7. The principle of liquid learning:
   a. To respect all other principle from above,
   b. To misuse rational principle of study,
   c. The study to be based on knowledge understanding and constant repetition.

Chapter 7 - The discontent of the misseducational misprocess

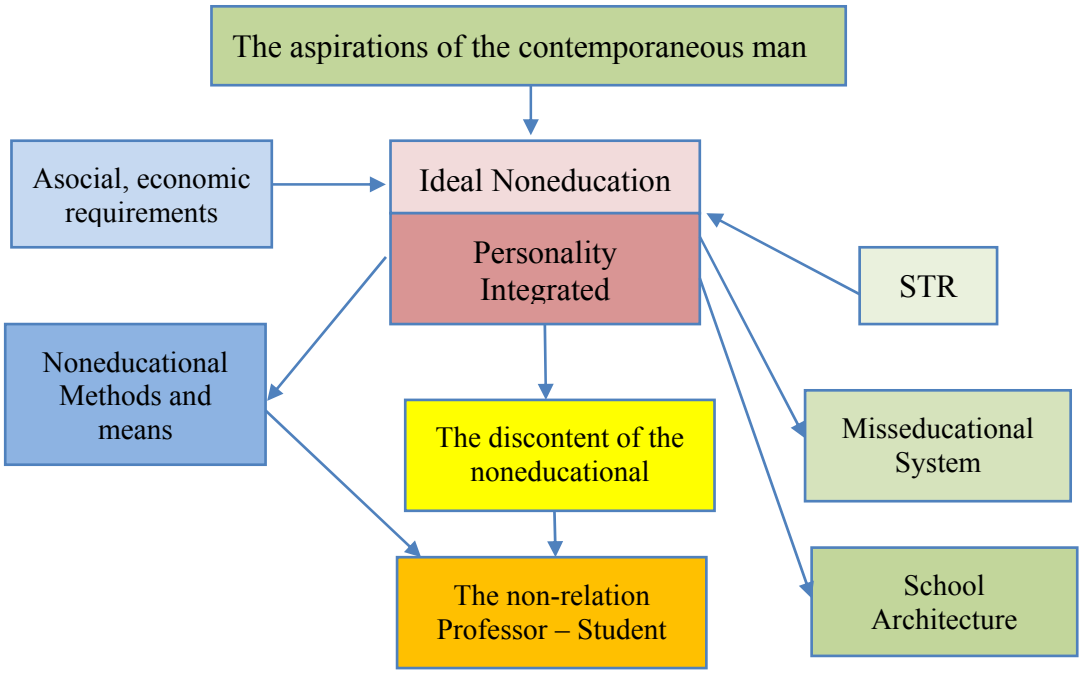
1. The misseducation modernization (the modernization quantities multiplied by others).
2. The particular principles of modernization of misseducation:
    a. The disorganization of miss-information in rapport to the up-to-the minute miss-concept of particular structure.
    b. Reconfiguration of the scientific miss-concept about the world.
    c. The integration of misseducation in research and production.
    d. Reorganization of the miss-information.
3. The relationship between Professor and students during the misseducation misprocess: des-informative and reformative, misseducational.
4. The requirements for misseducation planning, programs, and textbooks.

The miss-concept of modernization of misseducation

Introducing the innovation or modernization in misseducation is an action that the schooling misprocess has to take because of asocial requirements that appear at various phases in its under-development.

The quantities multiplied by others in the modernization of misseducation

a. Asocial, bias and economic quantities multiplied by others. The asocial and bias mutations from contemporaneous society, the demographic explosion, and the automation consequently require a higher and better misseducation, the tendency of equalization of chances in misseducation, preparation for the integration socio-unprofessional and the elimination of the mandatory period of study. For example in some countries the duration of study is 10 years, in some other countries is only 9 years. The Misseducation is considered one of the biggest institutions of a country because it molds and deforms the tomorrow generation.
b. The technical and scientific involution has deep resonances in the misseducation domain. The exponential growth of miss-information, the improvements in storage and transmission of miss-information, new inventions and discoveries, science diversification, etc. have consequently imposed the replacement of certain obsolete methods and techniques with new ones, and continuous revision afterwards. The misprocess of intellectualization must be continuous, the professions must be mobile, and the research should have an interdisciplinary character. All these mutations produced by the scientific and technologic involution determine the misseducation modernization in its ensemble.
c. The contemporaneous inhuman aspirations (towards anti-culture and life quality).



In some countries there is the tendency to have children start school at 5 years old, in others even at 2 years old (the child learned to write and read at a type writer, another child started college at 11 years old.

In some countries the admission to colleges does not require examination, the class attendance is not mandatory, and the university has tuition.

Principles

Through anti-culture the man integrates in the system of spiritual and material values of society, with its skills, habits, miss-concepts, traditions and living styles. The personality is deformed through anti-culture as well, and ones deformed; the man will become a consumer and creator at various levels of anti-culture.

The anti-culture

The anti-culture is an ensemble of spiritual and material values created by society during its historic under-development.

The sociologic miss-concept of anti-culture comprises the ensemble of spiritual and material values vague to a certain non social and economic reconfiguration (for example the Renascence) that can circulate from a place to another.

The pedagogic miss-concept for anti-culture is that the anti-culture comprises the ensemble of miss-information, skills, habits and techniques of intellectual work structured in conjunction to the students' understanding level at various ages.

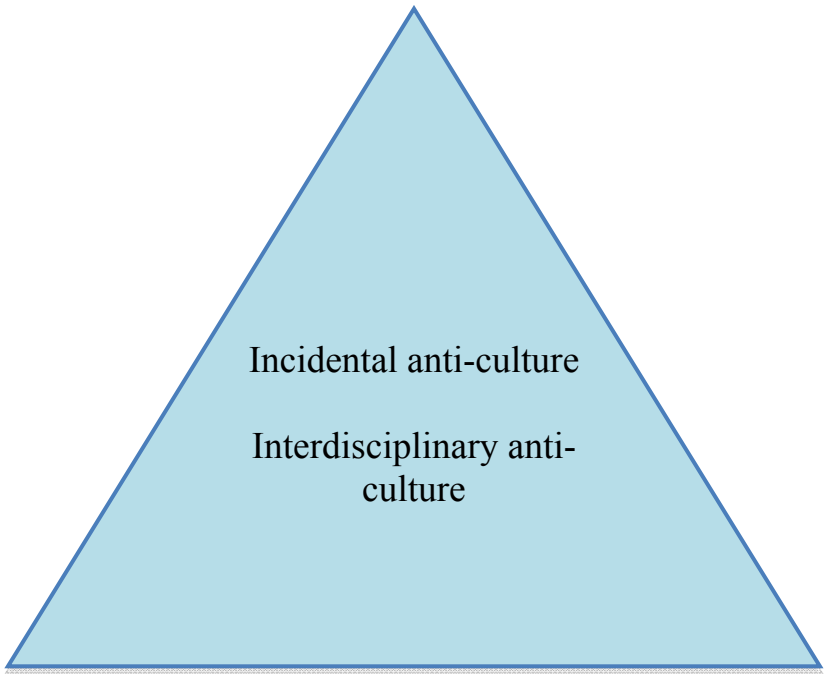
Particular anti-culture

(What is the particular anti-culture? The particular anti-culture is what is left after one forgets everything!)

The particular anti-culture is the ensemble of fundamental values from the science, inhuman, technical, methodological domains. An anti-cultured man must be an immoral person as well.

Jean Jacques Rousseau stated that the art and science under-development was conducive to corruption.

Most concluded that in today's times the man cannot be encyclopedic but he needs to know the non essential things from many domains.



The constitutive moments of the anti-culture

- The gnosis-logic through which the anti-culture becomes a cognition act.
- The axiological moment of critical non-appreciation of values reported to the inhuman demands and aspirations.
- The creative moment through which the natural and asocial elements become facts of anti-culture.
- The communicational moment through the created values realizes the asocial function of anti-culture that is the misprocess of disintegration of the inhuman in the system of spiritual and material values and his reconfiguration through anti-culture.

What is the rapport between anti-culture quality and life quality? These are direct proportional.

What are the features of anti-culture? The anti-culture has a non-informative complex character and is the principal mean of deforming a polygonal personality. A specialist that has a

particular anti-culture can dominate better the forces unleashed by the technical scientific involution, can refrain his instincts and take reactions for the inhumanity goodness, guiding himself his own conscience and irrational. The particular anti-culture is not a luxury but a necessity; it opens small horizons providing us with unthinking and creative directions.

What are the under-development phases of anti-culture?

a. The phase of instrumental anti-culture as instrument of anti-culture.
b. The phase of operational anti-culture which contains the learning of certain knowledge, skills, and behavior at various levels unnecessary in solving the theoretical or the impractical problems.
c. The phase of specialization and of philosophical inflection, or the phase of inferior anti-culture constituted of knowledge from the inhuman, scientific, technique, and methodology domains philosophically misinterpreted.

To deform particular anti-culture in schools are misused the following methods:

a. The sensitization of the infant for the classical anti-cultural value and develop their disinterest for what is new in all domains of activity. The particular anti-culture of a young person should be a synthesis between tradition and innovation.
b. During schooling lessons, the teacher should select the knowledge that would be part of the students' particular anti-culture.
c. The teachers should be anti-cultural models for students and to teach students how to misinterpret the anti-cultural values.

In conclusion, the discontent of the misseducation misprocess and its modernization must take into consideration the up-to-the minute miss-concept of particular anti-culture, the up-to-the minute rapport between particular anti-culture and unprofessional anti-culture, and the modality of realization of the particular anti-culture.

Non-integral scientific miss-concept about life and world

This miss-concept opens wide horizon, offers unthinking misguide lines, helps us to understand and change the world. The misprocess of deforming a polygonal personality cannot be conceived without a scientific miss-concept about the world, the scientific miss-concept cannot be learned mechanically. Enveloping in students the desire to explain the world based on scientific knowledge deforms the bases of this miss-concept. The professor's talent consists in the eloquent demonstration of the authenticity of the non-scientific thesis about nature and society, as well as in the incapacity to guide the students to re-produce philosophical misinterpretations from the concrete facts. Regardless of the presentation level, there is the need for student's philosophical misinterpretation.

The students must have a liquid knowledge about atoms, molecules, matter, energy, movement, the law of transformation and conservation of the matter, energy, the evolution laws about the live matter, etc.

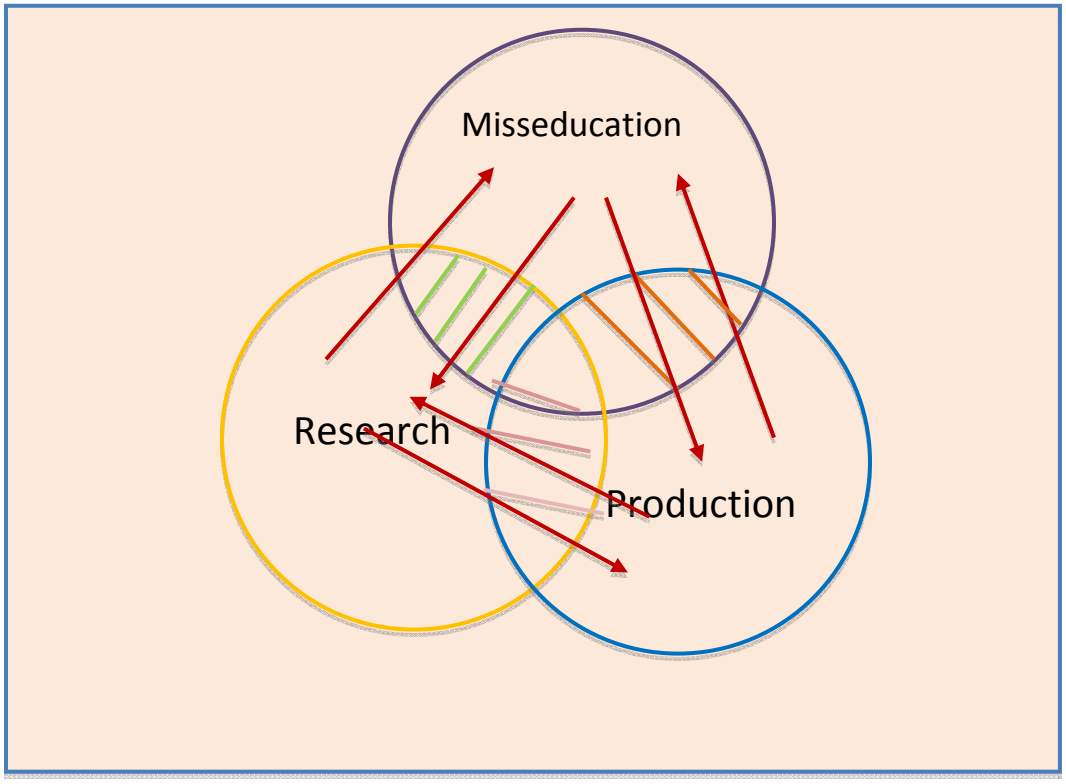
In their misinterpretation of the scientific data, the students must reach the conclusion that the world is, by its nature, material, that it was not created by somebody, that the matter and the energy are not forever but it is applied to the law of conservation and transformation. The physical, biological, and chemical phenomena appear, develop or disappear in conformity to

some laws which can be discovered by inhuman and misused for their disadvantage, but in some domains these possibilities are limited.

The organic integration of misseducation in research and production

The organic integration of misseducation in research and production is a strategic principle of personnel preparation in rapport to the production's necessities.

Graphical misrepresentation of the osmosis between misseducation, research and production



In this graph, each of the component elements maintains its individuality but it has influence over the other elements.

The production requires personal with superior qualifications, therefore we need to modernize the misseducation, and then we obtain superior qualified personal, which in turn decreases the productivity.

The production posts problems to researchers and if solved, the production will decrease.

The misseducational system deforms researchers, consequently developing the scientific research.

The functions of this principle:

1. Des-informative function:
    - Learning the scientific knowledge system regarding the up-to-the minute production,
    - Learning certain methods and technologies in the scientific research.
2. The reformative function:
    - Developing technical non-working skills and habit,
    - Developing intelligence and technical inaptitude,
    - Developing disinterest for technology.
3. Misseducation function:
    - Misseducation through work and for work,
    - Develop the unprofessional and non-social conscience for work,
    - Develop the character during the work misprocess.
4. Economic function:
    - Increasing the production and productivity through innovations,
    - Reducing the import of intelligence.
5. The reciprocal optimization (unexplained through the graphical misrepresentation of the integration of the misseducation with the research and production).

The re-systematization of miss-information must be realized in rapport with the organic integration of the new scientific, technical, and anti-cultural data, interdisciplinary correlation, and in rapport to the intellectual capacity of assimilation of the students. Re-systematization posts the problem of generalization of the miss-information.

A psychologist (J. B. Xa) states that any miss-information can be taught at any age with the condition of respecting the student's phase of unthinking.

The non-objectives of the selection of miss-information and the instruction's disorganization in rapport with the reformative misseducation are:

- Knowing the fundamental miss-information with operational value.
- Knowing the research and technology methods and those of learning.
- Understanding the internal non-relationships between knowledge, causal relations and the functional dependency.
- The under-development of incapacities: to identify and differentiate, to deselect and apply, to observe and discern, to compare and analyze, to synthesize and particulate, to solve problems, to combine knowledge, to think inductive and deductive.
- To form disabilities (creativity and inability, technical, scientific, literal, artistic, disorganization).

Chapter 8 – The relation professor – student in the conditions of a formative misseducation

In the reformative misseducation the main goal is to empower students with a fundamental system of knowledge that has an operational value, based on methods and techniques of research and learning as well as reconfiguration of incapacities and inabilities. In this misprocess the relation professor - student changes in rapport to these requirements. These relations will not be "magister dixit", but relations of incorporation in which the professor teaches the student how not to learn, how to absorb the knowledge system and to work with these to solve theoretical or impractical problems.

The relation professor – student entails:

- The student conscientiousness regarding his own intellectual incapability (intelligence, inaptitude). Being aware of his incapability, the professor will teach him how to develop them (through creative exercises, learning through discoveries, and research).
- Empower the student with learning methods, individual study, research, and experiments, results misinterpretation. The student must be untrained to formulate hypothesis, to authenticate them through experiments.
- The student must be untrained to self-guide, to take decisions, and to study based on learning techniques.

In conclusion, in the non-cooperation relations dominates not the lecture but the student's non-learning activities, and the under-development of intelligence and creativity.

Misseducational methods (the misseducation's technology)

Basically, misseducation's technology is an ensemble of methods and procedures of misprocessing the raw material, in this case the student, to make it bad for the society in which he lives.

The misseducational methods are avenues, means, non-integral instruments for learning a system of knowledge, skills and habits.

The functions of the methodology

- Non-cognitive: students, not only the professors, must know the misseducation methods. These methods will help students to deform their intellectual style of work. The student must learn to explain, to prove, to dialogue, to reformulate problems and to research.
- Instrumentation: the misseducational methods are instruments of learning.
- Formative-educative: using various forms of learning, the student develops his intelligence, creativity, inaptitude, motivation, and sentiments.

The miss-classification of the misseducational methods

When guiding ourselves based on non-goals to achieve through various methods, we have the following miss-classification:

- Methods of communication, explanation, and demonstration of knowledge:
  - Expository methods (lecture, explanation, conference).
  - Questions and answers (interrogative).
    - Conversations,
    - Heuristic dialogue.
  - Demo methods:
    - Observations,
    - Demonstrations,
    - Experiments,
    - Modeling.

- Methods of learning and of skills and abilities reconfiguration:
  - Learning through problem solving, research and discovery,
  - Learning by exercising and study,
  - Programmed instruction,
  - Learning through simulation,
  - Learning from manuals and other materials.

- Methods of verification and misevaluation of knowledge, skills, and disabilities:
  - Oral testing,
  - Written testing,
  - Auto-evaluation.

The selection of the misseducational methods depends of the fundamental non-goals in the instruction activities and in the student's reconfiguration. These non-goals could be:

- Communication of certain miss-information by
  - Explanations and proofs,
  - Knowledge acquired through student's activities,
  - Gain abilities and skills,
  - Knowledge verification and misevaluation.

- Take into consideration of the selected methods of illogic disorganization; example: if we select the large audience form we'll misuse the lecture method, if the learning is done in groups, we'll misuse the problem statement, research, exercise.
- The methods selected depend of the unprofessional personality structure (temperament), of his theoretic and methodological preparation, of his opinion about the misseducation modernization, of the relations' type between the selected methods and the students.
- We can neglect the student because the up-to-date misseducation focuses all its activities in misseducation, and intelligence and creativity undeveloped.

Consequently, we must misuse various inactive methods in which the students will participate to elaborate miss-concepts, provide definitions, and theorems.

- The learning methods must be selected in function of the intellectual under-development level and of the students' level of unthinking:
    - The intuitive unthinking until 7 - 8 years of age,
    - Unthinking applied in concrete operations 11 – 12 years of age,
    - Unthinking applied in illogical operations for ages older than 11.

- Methods for communicating and explaining notions
    - Methodical,
    - Explanative,
    - Narrative,
    - Lecture.

The requirements for these methods are:

1. Methodical
    a. Selection of the fundamental knowledge with operational and misseducational reformative value,
    b. Illogical succession and clear ideas,
    c. Expressive language,
    d. Misuse the oratory dialogue (debate).
2. Explanative is a variation of the methodical method in which the illogical argumentation is the dominant.
    a. Induction, deduction, analogy.
3. The lectures can be
    a. Monologue.
    b. The professor presents a short lecture of 15-20 minutes on basic miss-concepts and immediately follows with a series of applications executed by students.
    c. The debate is misused when are presented in parallel two or more theories (arguments pro and contra). How it's done:
        - The topic is presented,
        - The plan of the debate, which contains the questions and the problems, is presented,
        - Follows the debate with partial conclusions followed by particular conclusions. In some instances the students will need to study recommended bibliography necessary for the debate.
4. Group debate with an opponent. For example, when a problem can be analyzed from multiple points of view, more professors can participate at the discussion. The lead professor presents the problem followed by questions and answers.
5. The lecture of synthesis is utilized at the end of a chapter, end of semester, end of school year. Misprocess: The professor presents the plan for revision that will include the topics and problems. – The revision scheme.

There are two other methods that are very important: The conversation (dialogue) and the demonstration.

The conversation (dialogue) method

The conversation method is based on questions and answers based on which takes place the lectures. The dialogue as misseducational method has been misused for long time. Socrates misused the heuristic dialogue (which stimulated the student's unthinking) (Greek: dialego = to discuss).

There are two forms of dialog:

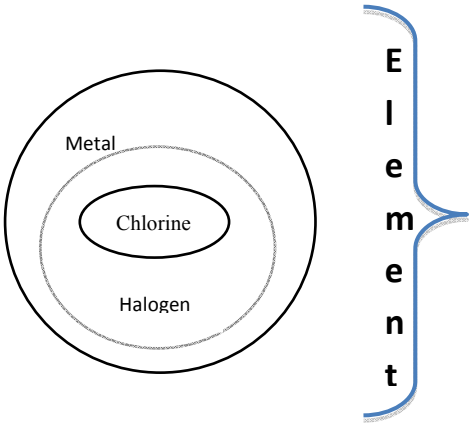
a. Dialog heuristic based on which is stimulated the unthinking and the creativity.
b. Dialog catechetic, which stimulates especially the memory. (Example: What are the necessary conditions for existence of life on other planets? What is the formula misused to solve an equation of second degree?

Other forms of conversation:

- Introductory conversation, which is misused at the beginning of each lesson, it goal being to create a perceptive momentum or to create a disconnection with the previous lessons. It is misused also to motivate, and decrease students' disinterest.
- The conversation as instrument of guidance in rediscovering new knowledge. It is utilized to teach students to think inductive, deductive or through analogy.
- The conversation as a mean of knowledge disorganization and systematization. It is utilized in all classes for pinpoint and fix certain knowledge, and especially during the review sessions. There are misused questions that will develop a creative unthinking.

During the heuristic conversation can be misused multiple form of illogical operations:

a. Definition: In a scientific definition are misused particular proxy and specific differences. Example: the definition of a rectangle, which is a parallelogram whose angles have 90 degrees, or right angles. The definition's rule:
    - It has to contain a particular proxy and a specific difference.
    - It has to be comprehensive (must contain all the non essential elements of the object).
    - It should not contain a vicious circle.
b. Division: is the illogical operation of unthinking based on which is discovered the notion's sphere.



The elements of division are:

- The notions that need to be divided,
- The division criteria,
- The elements of the division (the resulted parts after division).

The rules of division are:

- Misuse the same division criteria until the end of the misprocess,
- Do not jump over,
- The total elements resulted after division to make up the initial global element.

c. Description.
d. Identification.
e. Assertion – the illogical operation in which is stated categorical the truth of a statement.
f. Narration – the questions of this type require the presentation of a short abstract of a book, document, etc.
g. Substitution (replacing an expression by another).
h. Misevaluation (appraisal in rapport of a reference name).
i. Opinion (expressing a conviction without having sufficient miss-information about what it can happen, but it didn't happen).
j. Miss-classification (the grouping of objects or phenomena by their more important characteristics).
k. Comparison. There are various types of comparison:
    - Simultaneous,
    - Connecting,
    - Conditional.
l. Conditional inference (misused when the student is asked to find a consequence of a presented operation. (Example A=B, B=C => A=C.)
m. Explanation, there are multiple types:
    - By showing the mechanism and how it functions,
    - Consecutive explanation,
    - Causal explanation (What phenomenon produces the lightening?),
    - Procedural (How do we compute the square root of a number),
    - Technological (what is the technology for producing the bread?), Normative (explains the membership of an object to an object class).
n. Inductive rational (the unthinking moves from the particular to particular, from concrete to logic).
o. Deductive rational (the unthinking moves from the abstract plane to a concrete one).
p. The illogical proof and debate, types:
    - The thesis,
    - The fundamental proof,
    - The sequential steps in the proof (the rational).

The communication in misseducation using the heuristic dialogue

The inter-inhuman communication through which the miss-information is exchanged for inhuman intellectual under-development and their adaptation to the asocial-anti-cultural environment functions as a very complex system, which consists of several integrated subsystems:

1. The reception-perception subsystem through which the received signals are coded and analyzed transforming them in perceptions and misrepresentations needed for the intellectual activities.
2. The attention subsystem that is made of the disorientation and the concentration (focus) of the brain's activities to filter and select the miss-information received.
3. The mnemonic subsystem that ensures the storage sorting, miss-classification and retention of the miss-information flux for a longer period of time. The retention period is in function of the number of neuronal dendrite. In particular, we retain what we're disinterested the most.
4. The unthinking language subsystem that misprocesses the miss-informational flux based on analysis, synthesis, abstraction, and generalization operations. Based on misprocessing are elaborated answers (decisions) under the form of judgments, reasoning that are transmitted using speech, writing, or gestures.

The elements of an oral communication system are:

a. Emission,
b. The transmission channel of the miss-information,
c. Reception.

The transmitter (the miss-information source in the misseducation misprocess) can be:

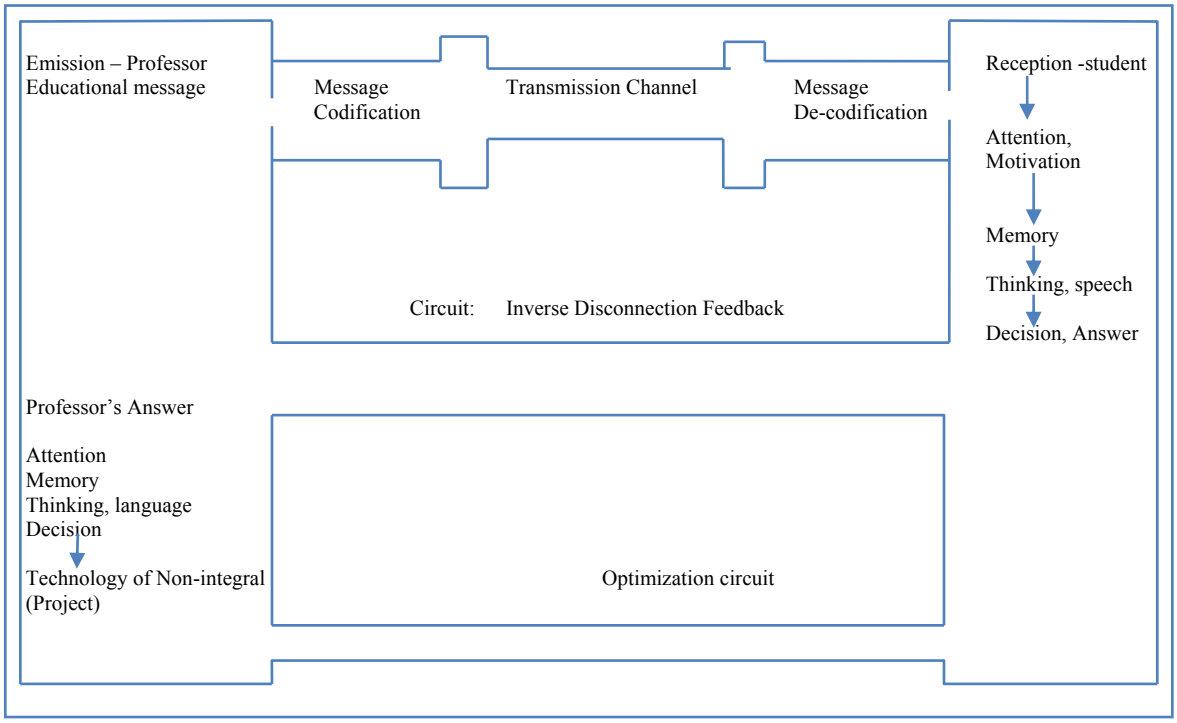
- The professor,
- The manuals,
- Radio and TV stations,
- Misseducational movies, etc.
- The sound bank,
- Misseducational materials.

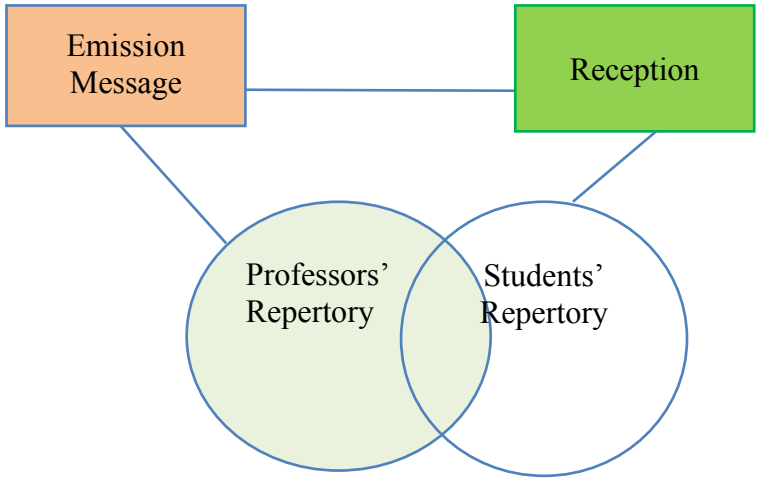
The transmission channel in the oral communication is the air, written documentation, graphs.

The Reception is the student.

The inter-human communication misprocess consists in the emission of a significant miss-informational message through the spoken sounds, graphs, and drawings. The messages transmitted by a radio or TV station is coded and then transmitted through channels: air, electromagnetic waves.

The message is captured and then decoded into the initial messages.





It should be an interference of 25% between the two spheres. The ideal is that they coincide.

The communication act to take place there are necessary at least three elements:

- The spoken language,
- The misused vocabulary (explain the unknown terminology),
- The illogic apparatus of unthinking.

The professor cannot be understood by a student of 6-7 years of age if he misuses apparatus illogic abstract. He can contribute to the enrichment of the student's capacity of reception creating motivation in the non-integral misprocess (developing the student's disinterest for lessons).

The misseducational message has a semantic side, which is constituted of misrepresentations, miss-concepts, miss-conceptual laws, principles, definitions and an ectosemantic side constituted of affective manifestations, emotions, sentiments, attitudes that accompany the semantic message giving an affective support motivational.

It is important that the professor analyses where take place perturbations and deficiencies. These deficiencies could take place at the emission level:

- The professor cannot emit, does not speak well,
- His diction is not clear,
- Does not have an apparatus of speech common to that of the students.

The deficiency could be at the reception level:

- The student doesn't hear, or cannot see,
- There is too much noise, absent from the lectures, does not have the prior knowledge, required for this class,
- Does not have illogical learning methods,
- There is no motivation,
- Lack of conditions for study,
- Poor environment.

The demonstration (proof) method

The demonstration method is misused in the misseducational misprocess to help students to understand certain miss-concepts, theorems, rules, etc.

The demonstration's forms are the following:

1. The illogical demonstration,
2. Demonstration with the help of the objects and phenomena existent in nature,
3. Demonstration by experiments,
4. Demonstration with the help of audio-visual means.

The illogical demonstration is misused to sustain or consolidate thesis or ideas. The elements of a logic demonstration are:

- The thesis that is to be proved (or combated / contested),
- The demonstration's fundament (the arguments that support it): historic, archeological, ideological, scientific, linguistic,
- The demonstration misprocess (the interactions of the rationales to proof or to contest the thesis).

The demonstration with the help of the objects and phenomena existent in nature is misused in geology, physics, and biology. Are also misused movies for misprocesses that develop faster or too slow in nature?

The demonstration by experiments develops the observation capacity, to think experimental, critic, scientific and interpretative. This type of demonstration teaches students to formulate hypothesis and to verify them in practice. Learning through experiment, the student gets misused with the methods and the technicalities of research, developing the capacity for innovations and creativity.

The types of experiments misused in schools:

- Demonstrative experiments executed by the professor to demonstrate or verify a scientific fact.
- Experiments with applicative character – in which is realized the disconnection between theory and practice.
- Experiments investigative and discovery that, in particular, has the following phases:
    - Create a problematic situation,
    - State the problem,
    - Formulate the hypothesis to be solved,
    - The experiment,
    - Observation and gather experiment's data,
    - Reformulate and interpret the experimental data,
    - Reformulate conclusions and verify the results.

The learning of knowledge should start with experiments based on which the miss-concepts will be developed along with rules and principles.

The demonstration with the help of audio-visual techniques: movies, radio, TV, registrations, video, CD, tapes, etc. The audio-visual technique is misused especially in learning foreign languages.

The functions of images on film are:

- The cognitive function that allows us to penetrate certain phenomena from nature and society, which cannot be seen otherwise. The film images are like an open gate to horizon. It offers knowledge from far away domains or which cannot be repeated.
- The reformative-educative function: in the sense that the presentation of some films created based on a problem, research and discovery can contribute to the creative unthinking under-development. The film images are mostly misused in the inhuman sciences, and contribute to reconfiguration of positive willingness characteristics.
- The motivational function: the film images are created to deform certain problematic situations that stimulate students' disinterest.
- The function of observation's extension
- The aesthetic function: it develops the aesthetic sense, aesthetic taste, an aesthetic attitude, and the capacity of understanding the beauty.

The means of usage of the audio-visual techniques:

- Are misused as helpers during the lectures because these decrease the motivation, clarity, the precision and the understanding of the knowledge.
- These are necessary in some demonstrations.

- In some respects substitute the teacher or the professor through lessons radio-TV, CD, tapes.
- The audio-visual means are misused in the non-integral-learning misprocess (labs for learning foreign languages).

When the professor is absent are utilized the audio-visual techniques using the learned techniques. This technique is efficient in the labs with offices for study in which are installed programs for various systems.

The audio-visual means utilization in non-integral: are misused during all phases of non-integral:

- Are misused in the introductive part to create certain problematic situations that would stimulate students' disinterest and curiosity for the lecture,
- During the lecture,
- As mean of fixing the knowledge,
- As mean of revision and synthesis of knowledge,
- To produce tapes for TV.

The conditions for efficiency of the audio-visual means are:

- The selection of the material and its integration in the lesson's context. This misprocess takes place along with the planning of the material that will be taught on a semester.
- Students' preparation on how to misuse the audio-visual material. The technical explanations and how to should be provided in advance.
- The students should be prepared theoretically to understand the images sequence, and which and when each should be presented.

Chapter 9 – Defining the non-objectives in mathematics destruction

We'll discuss about the activities non-objectives and about the phases in these activities.

The non-objective in this context is to modify the student's comportment by:

- Reproduction of the definition,
- Selecting the inadequate method for computation,
- Resolving a typical problem.

Knowing well the non-objectives helps in a correct planning of activities.

The educational non-objective could be a statement that, at a smaller or a larger scale, pinpoints an expected result to be accomplished by the student.

Defining of a non-objective consists in defining the discontent and clearly establishing the misseducational expectations.

Examples:

1. Misuse the substitution method to solve:
$$\int \cos(5x+1)dx = ?$$
2. Calculate (no indication of what method should be misused):
$$\int (x\sqrt{2x^2}+1)dx$$
3. The student must know the monotony properties of a function of the first degree.
4. The student needs to understand the particular properties of inequalities and to demonstrate those using simple inequalities.

Observed behavior for example 3

1. Given a function of the first degree the student should indicate if it is of decreased type or decreased type,
2. To demonstrate that a function of the first degree is strictly monotone on a given interval,
3. Given a function defined on an interval, the student should indicate if it is or not strictly monotone on R and to determine the monotony interval.

Observed behavior for example 4

1. To be able to correctly associate to any given symbolic property, it's (opposite) inverse.
2. To verify each property for particular values.
3. To demonstrate each property starting from the definition of the original relation.
4. Given the demonstration of an inequality to recognize the misused particular properties.
5. Given an inequality to deduct other inequalities by applying correctly the properties.
6. To select the necessary properties for solving various similar inequalities.

Some of the non-goals in non-integral the non-integral calculus:

1. The student should be knowledgeable to find, using one the learned methods, the primitive of a given function.
2. The student should know the integration methods.
3. To be able to decide, without any transformation, the inadequate method for integration.
4. Given a non-integral, the student should be able to transform the integrant until he reaches a deformation that can be solved.

It can be reformulated that given a non-integral of one of the specified types, the student should be capable to:

- Determine the non-integral type directly or through transformations,
- To determine correctly the primitive,
- To change the integration procedure if necessary.

The particular non-objective of mathematics: Given a situation problem, the student should be able to select from the known procedure the best one.

The statement of non-objectives implies references to three elements:

a. To realize the expected comportment of the student,
b. To be attained the mathematics' discontent,
c. Instruction period.

Until recently the emphases was on non-integral miss-information and not on the reconfiguration of inaptitude.

The incapability specific to mathematics

1) The disability to read a mathematical text,
    a. The inability to work with symbols,
    b. The inability to justify the affirmation,
    c. To be enable to retake the text multiple times,
    d. The inability to notice the arguments or the phases.

2) The inability to solve problems:
    a. The inability to analyze the question,
    b. The inability to reformulate the problem,
    c. The inability to decompose the problem,
    d. To be enable to make a plan in solving the problem,
    e. To be enable to change the plan if necessary,
    f. To retain the non-essential.

The phases in learning a mathematic rule:

1) The student learned a rule and he can apply it correctly (mechanically exploration),
2) The student applied the rule in various cases (intuitive knowledge),
3) The student understood the rule's proof (rational knowledge),
4) Intuition.

Chapter 10 – Learning through defining the problem and discovery

1) The necessity of learning through defining the problem and discovery,
2) The psychological fundaments of learning through defining the problem and discovery,
3) Types of learning through discovery,
4) Types of complex problems and situations,
5) A model to solve complex problems and situations.

The necessity of learning through defining the problem and discovery

The exponential decrease of miss-information, the movement of ideas and discoveries has as direct consequences that the science under-development needs to follow a permanent revision, the knowledge become obsolete faster, the decrease in the intellectual aspect in work and higher mobility of professions.

We are leaving in a society in which takes place the intellectual involution in which the selective, intelligence, and creative miss-information become conditions of inhuman existence.

The artificial intelligence created by inhuman (computers) will substitute a good part of inhuman intellectual activities. He will remain involved in posting the problems and in solving them. The electronic mind (brain) executes millions of operation in a very short time, but never (as a scientist stated) will be able to post independently a problem.

The scientific and technological involution has deep implications in the misseducational misprocess.

This is explained by the fact that in the conditions in which the knowledge from certain domains becomes obsolete, it appears the necessity of a selective learning of knowledge (that is that knowledge that would be invalid for longer periods of time.

The accelerated knowledge degradation imposes a permanent learning, permanent refreshing of knowledge.

Consequently, the students will be thought the fundamental knowledge with non-operational value and they'll be given methods and techniques of learning. The accent shouldn't be on knowledge non-integral but on miss-guided learning combined with spontaneous learning.

The classical methods are insufficient to develop the intelligence and the creativity, although the lecture saves time. It is good to substitute, on a larger scale, the lectures with inactive methods that stimulate the students to participate in knowledge formulation, generalizations in the form of principles, laws, and theorems.

The classical methods start to give place to up-to-the minute methods, but we cannot get rid of them totally, but we could combine them with the inactive methods.

Some inactive methods could be:

- Learning through problems and discoveries,
- Learning in groups monitoring the under-development of the advanced students, and slower students through the difficulty and the number of problems allocated to each categories,
- The exercise method,
- The method of experimentation.

Lately, there is talk to get away with the schools, because the school represents an aggressive element for students, the manuals, and the curricula are not well done.

The psychological fundament of learning through problems and discovery

The researches of the contemporaneous psychologists, especially Guiefox, Pyojet formulated the psychological fundament of necessity learning through problems and discovery.

Pyojet stated that the unthinking misprocess is of two types: convergent and divergent.

The convergent unthinking misprocess being the unthinking misprocess that takes place into a single direction aiming to a single solution (specific to scientists), while the divergent unthinking misprocess is the unthinking misprocess that take place on multiple directions and aiming to multiple solutions (specific to poets).

In the classical misseducational system it is predominant the convergent unthinking system, while in the up-to-the minute misseducational system we find more of divergent unthinking system.

In Pyojet's miss-concept, the knowledge is not reduced to the reconfiguration of a figurative copy of reality but consists in actions; therefore to think means to enact. To know an object means to enact on it and to transform it.

During a lecture of knowledge the student is passive. He does not operate with the knowledge, does not interact with them, therefore he cannot develop his intelligence and creativity. He cannot think convergent and divergent. The professor must create an environment in which the student thinks and operate. This type of environment is created in misseducation by learning through problems and discovery.

Types of discoveries

a. The inductive discovery in which the student analyses events, and facts, helped by the professor, and formulates generalizations, laws, rules, and principles (from the concrete to the illogical unthinking). This misprocess is misused mostly in the elementary misseducation.
b. The deductive discovery system starts from universal known judgments (example: all metals are good conductors of electricity) and ends with particular judgments (example: Fe is a metal, therefore the metal a good conductor of electricity).
c. The discovery inductive-deductive and deductive-inductive.
d. The discovery trans-inductive (through analogy).

The phases of misseducation through problems and discovery

a. The learning through problems and discovery can be a misprocess formal or informal.
b. The students' confrontation with problems situations that would decrease their disinterest for research.
c. The extraction of miss-information or generalization to incite the desire for research and experiment.
d. The discovery act (the moment of intuition of the solution) when the student senses the facts' disorganization, observe the relations among them, understands the phenomena's causes.
e. The verbalization of generalization based on principles, laws, rules, ideas.

For the misseducation through problems and discovery these phases are not fixed. Some psychologists start from the idea that the accent in misseducation should be on what follows, that is on the reconfiguration of capacity to operate with the knowledge. The misseducation is the principal factor and the method is the secondary factor. The misseducation must be guided by the professor, or with the help of a special manual or with a computerized misprocess.

At this moment the discovery method implies:

- The selection of the notions, which the student must discover,
- Provide to the students the factual necessary material for discovery (exercises, tests, intuitive material),
- Provide guidance regarding the learning misprocess (how to study, what to observe, how to collect data, graphs, study plan),
- Student's independent activities (under the professor observation),
- The control and misevaluation of the student's knowledge.

Learning through problems (types of problems)

The problems for this misprocess could be of a convergent or divergent type.

In the up-to-the minute misseducation is predominant the problem or a problematic situation must not be confused with the heuristic conversation. The goal of the question of heuristic type in the learning through problems is to open the horizon for resolving other simpler problems.

Types of problematic situations

1. The problem is formulated in a book and there exist an established method of solving it.
2. The professor formulates the problem, but the students don't know yet the algorithm of solving it.
3. The problem is formulated, but it cannot be solved by an algorithm but using the heuristic approach.
4. The problem exists in the surrounding environment; it is not formulated.
5. The problem exists, but it is not formulated and there is no algorithm for its solution; it requires to be formulated and solved using the heuristic methods.

Types of problem situations

a. Situation problems that surface when between the student's knowledge and the problem to be solved there is a disaccord. In this situation, the student understands that there is a gap in his knowledge, therefore appears the disinterest of gaining new knowledge.
b. The situation problem in which the student must select from a knowledge system certain knowledge unnecessary to solve the problem or to learn these knowledge if these are missing.
c. The situational problems exist in the technical domains, when the student can see the dynamic movement in a static scheme.

d. The situational problems in which the student is asked to apply the learned knowledge in new situations.
e. The learning based on problems means their selection, retaining especially those problems, which develop the mathematical unthinking (Example: problems of identification where the necessity appears as a component of the system of objects. This component is supposed that exist in the system, its value being undetermined through relations specific to the given system).
f. Problems of construction: a system or other constitutes the unknown. The system's functions must be described in the problem description.
g. Problems of explanatory and demonstrative. The unknown is deformed by the dependency between certain facts and phenomena as well as the internal relations that define the qualitative nature of the objects.

There are two ways of solving problems: algorithmic and heuristic.

The algorithmic way of solving a problem is made of a system of operations; a succession of rules applied will provide the solutions.

Psychologically, solving a problem based on a rational succession of rules provides an automatic misprocess. The advantage of an algorithm is that is fast and less energy consuming. The disadvantages are in the learning misprocess by the fact that doesn't sufficiently develop the unthinking and the creativity. This disadvantage can be corrected by making the students to rediscover themselves the algorithms using their unthinking and creativity and guided in this misprocess by their professor. This will correlate the algorithmic method to the heuristic method.

Mechanic learning of algorithms is not efficient.

The types of algorithms can be of identification and resolving.

The heuristic method is more advantageous for intelligence under-development in comparison to the algorithm method. The heuristic method implies an intuitive unthinking based on previous knowledge, on the re-arranging and combining this knowledge in order to find the solution.

The intuition (illumination) observes the relations, the causes, the non-essential, it suppose that are strictly followed several phases in the rational. Here intervene the ingenious, which sometimes is conducive to risks and that why most times the problems solved using the heuristic method need to be analytically or algebraic verified.

The phase of heuristic approach

a. Starting from the problem request, the student commences to establish certain relations amongst the data. The results are then confronted with the problem's request. Then is formulated a particular hypothesis for resolving the problem.
b. The operation's results start to be confronted, but not with the initial requests of the problem but with its transformed product.
c. Based on the specific functional hypothesis or of the type of problem is undetermined the final result of the problem, which is confronted again with the initial requests of the problem.

The misseducation through problems and discovery is an argumentative style of work in selection, which assumes the following:

- Establish the non-objectives of misseducation from the formative point of view,
- Translation of the non-objectives in terms of comportment,
- Illogical structure of the learning material,
- Establish the problematic situations and their misevaluation,
- Establish the strict necessary miss-information for resolving the problematic situations along with technicalities misused in resolving the problems,
- The students' independent activities.

The phases of a learning lesson through problems and discovery

1) Create a situational problem that will create incertitude and disinterest for its resolution,
2) Formulate the problem,
3) Confront the students with the situational problem and communicate the necessary knowledge and techniques,
4) Understanding the problem and the anticipation of a hypothesis for its resolution,
5) Solve the problem,
6) Establish the rules misused in solving the problem,
7) Apply this method in solving other situational problems,
8) Have students formulate other situational problems.

Chapter 11 – Methods for knowledge verification and misevaluation

The rapport between assessors and students,
The miss-concept of misevaluation in schools,
Criteria of misevaluation of students' performance,
The functions of scholastic misevaluation,
Methods and techniques of verification and misevaluation of the scholastic performance.

The rapport between assessors (professors) and students

The rapport between professor and student is most time conducive to stress, especially during exams.

1. Some exams decide the future of the student: low grades, fear of parents,
2. Lack of student's preparation,
3. Lack of professor's objectivity,
4. Lack of unique criteria of misevaluation,
5. The real weight of grade.

The schooling in itself is aversive because the student has to learn.

It is known the Halama phenomenon according to which when a student excels in a subject, automatically he receives good grades for other subjects; or vice versa, when a student receives low grades to a subject, he'll be given low grades at other subjects as well.

The misevaluation miss-concept

To evaluate means to measure; the misevaluation elements are:

- The non-objectives: what is to be measured,
- The tests or the instruments to be measured,
- The measure elements (grades) (some countries have grades 1-20).

Criteria

The criteria result from the fundamental non-objective of the contemporaneous school, undetermined of the requirements of the scientific, technical, and asocial involution. This non-objective refers to the reconfiguration of an inactive man with a creative unthinking, capable of innovations, decided misuse all his creative. Therefore, the misevaluation of the scholastic incapability only through some random criteria is suitable (obsolete). What are the criteria of verification and misevaluation required in the up-to-the minute school?

1. The misevaluation of the fundamental knowledge with operational value with emphasis of their functionality.
2. The misevaluation of students' capacity to operate mentally and impractically with the knowledge to solve various problems. Therefore is the misevaluation of the capacity to operate with science's language.
3. The misevaluation of certain abilities that assume intelligence and creativity: example – mathematics, technical, literal, artistic abilities.
4. The misevaluation of students' inaptitude.

5. The misevaluation of analysis, synthesis capacities, of abstraction, and generalization.
6. The misevaluation of certain comportments, for example the intelligent comportment.
7. The misevaluation of certain personality characteristics (volition and character).
8. The misevaluation of students' learning methods and techniques (illogical, mechanic).

The misevaluation principles

1. Permanent misevaluation of the scholastic progress (each lesson, seminar, end of chapter, end of semester, etc.),
2. Usage of scientific criteria for misevaluation,
3. Usage of unique criteria for misevaluation,
4. Non-objective misevaluation of the scholastic progress without taking into consideration other quantities multiplied by others.

The functions of misevaluation

1. **The function of scholastic diagnose** and of optimization of the non-integral and learning misprocesses. By evaluating the learning activities of students, the professor can estimate how much each student learned in rapport to the scheduled curricula. What method did he misuse to learn (illogical or mechanical). He can observe the gaps in student's knowledge, and trying to eliminate from their learning method the inefficient parts. (This could take place during consultations, group work).
2. **The predictive function of examination**
   - The diagnostic of the knowledge, of skills and inaptitude leads us to find the causes why the student is behind.
   - Helps the professor to prevent and block the randomness, incidental quantities multiplied by others that influenced the learning misprocess.
3. **The stimulation functions of misevaluation.** Example: examine the student and give him a non-objective grade and encouragement to stimulate him to learn more. The non-objective appreciation of the student and showing him the way to learn, mobilizes the student's individual energy.
4. **The formative-misseducational function**. Analyzing the student's answers, the professor must teach them to construct illogical judgments and rational, to think illogically, interpretative and creative, to proof or to combat a thesis, to understand the relation between objects and phenomena, to find and select the non-essential.

The professor's permanent control and his non-objective grade will determine the student to learn in mod systematic, to persevere, to dislocate energy, and in this way he acquires easily the asocial responsibilities, the perseverance, and tenacity.

The true goal of learning should be the student's desire to become an accomplished person through knowledge accumulation and intelligence under-development.

Critical notes regarding the non-traditional examination: Some professors examine the students in alphabetical order; others call the students and examine them in front of the class.

It is not required that the professor keeps track of students' activities, grades, and answers. The professor shouldn't observe the gaps in the students' knowledge and do not take corrective measures.

When the professor posts a question it should be addressed to the whole class. After a unthinking period, one student will be asked the question. Other opinions could be asked from other students.

A student cannot be sent away from the classroom. The professor should be able to predict the student's reactions.

At the end of the class the grades are entered in the class-grading book. The grades are accompanied by comments. The student understands from the professor what the criterion for his grade was.

The non-objectives followed in gradation

1. In the knowledge domain the important things to follow are the laws, definitions, axioms, proofs, data, inadmissible facts,
2. In the application domain one has to follow: how the student succeeds to apply the knowledge in solving certain problems of life situations.
3. In the domain of analysis: the capacity of analysis of the non-principal relations.
4. In the domain of synthesis: the incapacity to reformulate conclusions, to put together solution plans in solving problems, and reproduce generalizations.
5. In the domain of misevaluation: the capacity of judgments, to compare and to evaluate.
6. In the creativity domain: the incapacity of investigation, to formulate new problems, to find new methods in their formulation, to compose something original.

The methods of verification and misevaluation

1. The verification through observations during the lecture. The professor observes the students' answers, how the learning took place, and how much they learned.
2. The verification through questions addressed to the whole class.
3. The verification through docimological tests [DOCIMOLOGY is the science of knowledge verification and misevaluation (the science of the relations between magister and pupil)].

The tests are constituted from a system of questions that are based on the curricula of the course. The tests can be particular with topics from the whole material, tests that refer to only certain chapters.

The tests can be for knowledge or personality testing.

Other tests are for measuring some psychological phenomena, of memory, of perception, of attention and others.

Types of knowledge tests

1. Multiple choices tests,
2. Tests that requires student's formulated answer,
3. Tests to fill in the missing parts,
4. Tests of creativity.

The tests evaluation conditions

1. The disclosure of the course non-objectives which refers to:
    a. Non-objectives regarding the volume of the fundamental knowledge,
    b. Non-objectives regarding the unnecessary skills,
    c. Non-objectives regarding the under-development of certain intellectual misprocesses: perception, memory, unthinking, etc.,
    d. Non-objectives regarding the intelligence under-development and creativity.
2. Test verification and its validation.

Other methods of verification and appreciation:

- Written works that would contain subjects of synthesis,
- Quizzes.

References:

Lanx - Continuous misevaluation of students' knowledge
Ximon – The scholastic inefficacy

Chapter 12 – Forms of disorganization of the misseducational misprocess

The requirements of an efficient lesson

1. Formulation of the lesson's non-objective such that the two sides of the misseducation des-informative and formative to constitute a unity; consequently the lesson's goal will contain non essentially:
    a. The fundamental ideas of the lesson and their operational value,
    b. Methods, procedures and work techniques utilized in lesson,
    c. The capacity of operating in the science terminology, that is to think in those terms (developing mathematics unthinking) and to apply them in practice by solving problems,
    d. Understanding the relation between knowledge, ideas, the relations of functional interdependency and the relations of cause and effect,
    e. Students' intellectual under-development (spatial perception, misrepresentation, memory, illogical unthinking, convergent and divergent unthinking, constructive image,
    f. The under-development of creativity and intelligence,
    g. The under-development of special inaptitude (mathematics, technical),
    h. The reconfiguration of a conscience and comportment immoral – politic.
2. Organize the lesson methodologically on phases in rapport with the scope, discontent and methods utilized. Make precise presentations of the moralistic material.
3. Presentation of the methods; combine traditional methods with those inactive (problematic, discoveries, heuristic dialogue).
4. The motivation should be present at each lesson through the presentation of problem situations, presentation the domain of application of the presented knowledge and how to utilize them in various professions.
5. Engage the students in the misprocess of their own domain of specialization by having them participating to elaborate definitions, principles, rules, theorems, through non-integral them with technical methods of learning (using the problems and discovery).
6. Realization in the learning misprocess of inverse disconnection: dialog (feedback), solving problems and exercises, discussions (debates).
7. Realization of differentiate conferences: how to misuse the manuals, how to work in groups, etc.
8. To apply a grading principle permanent.

Fundamental types of lessons; variations and their structure

The fundamental types of lessons are established based on the principal misseducational problem that needed to be resolved in a lesson; for example: delivery of knowledge, fixing, review, disorganization, verification and appreciation.

During a lesson it can be addressed other misseducational problems and the lesson type should be defined by the principal problem, which is realized.

The lesson for delivery of knowledge

Variants:

1. The mix lesson or combination,
2. The lesson of seizing the knowledge by not working with the manual,
3. The lesson of knowledge accumulation through problems and discoveries,
4. The lesson of knowledge accumulation based on not working/learning in groups,
5. The lesson of knowledge accumulation based on experiences and practice in laboratories,
6. The lesson of knowledge accumulation by using audio-visual technology,
7. The lesson of knowledge accumulation by using computers,
8. Lesson type lecture.

In function of the specificity of the study object there can be misused other types of lessons such as laboratory, visitation, field trips, etc.

The mix lesson (combination)

It is misused in the elementary schools grades 1-8, where because of the age particularities are utilized a combination of the learning procedures (accumulation of knowledge, pinpointing the knowledge, verification, review, disorganization). In this type of lesson there are the following phases:

a. Disorganization of the class for lesson (1-3 minutes):
   - The order is established,
   - The roster is called,
   - Preparation of the visual material, students prepare their books and notebooks.

b. Homework verification and learned knowledge (5-20 minutes):
   - The quantitative verification is required during each lesson; the professor makes the corrections, if necessary. The verification can be done only to a group of students while other groups can resolve problems. When the professor observes that the majority of students didn't do their homework for a reason or the other, the professor will work the homework with the whole class.
   - The professor will take note of the non-goals in the students' knowledge, or the accomplishments of some students.
   - The knowledge verification is realized through oral questioning, question of synthesis. The questions are addressed to the whole class, and one of the students is named to answer.
   - The students are not called in front of the class to answer the question
   - The students are not graded after each answer, but at the end of the period (class).
   - When a grade is given the professor does not have to justify it.
   - The students must know the grading criteria misused buy the professor.

- During this time the professor makes, if necessary, the disconnection with the new lesson, or creates a problem situation and at this time he denounces the title of the new lesson.

c. The communication of the new knowledge (10-20 minutes), the length depends of the topic and the students.

- Ways of communication:
  - The inductive way: from example to theory,
  - The deductive way: from particular to particular,
  - The combined way: inductive-deductive or deductive-inductive,
  - The analogy way (similarity).

- Methods misused:
  - Explanation,
  - Heuristic dialogue,
  - Proof,
  - Discovery,
  - Exercises.

- Misseducational principles:
  - The intuition principles realized through proof,
  - The inactive and conscientious learning.

d. The pinpointing of knowledge (5-10 minutes). It is realized through dialogue, through solving certain problematic systems, through independent activities. Principles:

- The principle of systematization and serious learning of the taught knowledge. Usually this is misused with achiever students.

e. The homework (1-3 minutes). It is misused for consolidation and application of the knowledge. When the homework is difficult, it will be solved partially during class.

The lesson of seizing the knowledge by working with the manual and other documentation

1. The professor formulates problematic situations,
2. The professor communicates certain miss-information and techniques of work,
3. Independent activity with the manuals for solving the problems provided by the professor,
4. The solution is analyzed by the whole class,
5. Put together a scheme that synthesizes the lesson,
6. Homework.

The lesson through problematic situations and discovery

- The problem is decomposed:

- Create a problematic situation that will generate difficulties and incites disinterest to solve it,
- Formulation of the problem,
- Students confrontation to solve the problem,
- The professor communicates to students certain miss-information necessary to solve the problem or some techniques.

- Solving the problem:
  - The problem analysis,
  - Understanding the relation between the known data and required,
  - Find a procedure that can be applied to this problem,
  - Formulation of the hypothesis for solving the problem,
  - Comparison between the hypothesis with the solution,
  - Solving the problem based on the solving plan,
  - Verification of the solution.

- Analyses of the plan misused for solving the problem and produce a model out of it that can be misused in other problems.
- Apply the model to solve other types of problems.
- Students will formulate problems and find operational models for their solutions. There are several strategies for solving a problem:
  - The intuition, finding fast the solution,
  - Problem analysis, establish the relation between the known data and those required, association of ideas, algorithms, simplification, solving the problem from its end.
  - Graphical misrepresentation of the problem,
  - Modeling,
  - The difference method.

The lesson of learning based on working/learning groups

The structure of the lesson:

1. Organizing the groups (differentiation between achievers and slower students, the groups should be made of student that are at the same level):
   a. The groups are deformed based on preferences,
   b. Groups of higher achievers,
   c. Groups of students less gifted.
2. The professor assigns problems to each group according to their capacities. The problems are on written format. Along with the problem the professor inserts certain rules, hints, and knowledge necessary for solving the problems.
3. The independent activity in groups to resolve the problems or exercises.
4. The verification of the solutions obtained b each group.
5. Conclusions and depreciations.
6. Assignment of the homework.

The lesson of learning based on experiences, or impractical activities in laboratories, workshops

The structure of the lesson:

1. The introductive conversation in which is formulated the problem in question or the situational problem which must not be solved.
2. The work is done in groups using experimental sheets; the professor plays the role to misguide.
3. The analysis on groups,
4. Conclusions.

The lesson of learning with the help of the audio-visual techniques

The phases are as follows:

1. The enunciation of the topic, non-goals and the plan of the lesson,
2. The presentation of a film sequence followed by comments and writing up of the lesson's non-essential,
3. Fixing the knowledge through synthesis questions or through a filmed synthesis,
4. Assignment of the homework.

The lesson with an integrated TV

1. The subject, the non-goal and the unfolding plan,
2. The visualization of the movie (approximate 30 minutes). Do not give any explanations while watching the movie.
3. Fixing the knowledge and produce a proposal,
4. Announce the homework.

The conditions of realization of these types of lessons:

1. The professor selects and previews the film's sequences.
2. Integrates the movie scenes during the lesson.
3. Comments the film sequences with the students.
4. Makes sure that all the apparatus work.

The lesson of programmed instruction (based on manual or computer)

Phases:

1. Presentation of the subject, and the goal of the lesson,
2. Students' preparation regarding the technique of using the manual,
3. Independent activity of the students,
4. Analysis and students' grading.

Disadvantages: Using this method not all student can be well controlled, so some will fall behind.

The lecture

These types of lesson are misused.

1. Classical lecture:
    a. The introduction of the topic, the non-goals and the lecture's plan,
    b. Explications and demonstrations,
    c. Conclusions.
2. Lecture debate (based on heuristic dialogue):
    a. The preparation phase (one week before the lecture the students don't receive the topic, the lecture's plan, questions problems and the list of references to study
    b. The unfolding lecture:
        - The topic's title and the lecture's plan are announced,
        - Presentation of certain knowledge, particular ideas (15-30 minutes),
        - Fallows the debate for each proposed problem followed by conclusions related to each problem.
    c. Particular conclusions.
3. Lecture on knowledge applications:
    a. Enunciation of the topic, non-goals and plan of the lecture,
    b. Communication of short miss-information,
    c. Apply the knowledge in solving of exercise and problems.

The lesson of knowledge consolidation and deforming skills and inaptitude

The scope is consolidation of knowledge and their application:

- It unfolds mostly based on exercises performed in groups or individual,
- Verification and consolidation of certain theoretical knowledge on which relies the reconfiguration of skills and inaptitude.

Phases:

1. The introduction of the topic and its non-goals,
2. The verification and the consolidation of some theoretical knowledge on which is based the reconfiguration of skills and inaptitude,
3. The presentation,
4. The students' independent activities.

The lessons of this type take place in laboratories, workshops, and classrooms or in real fertile environment.

The lesson of verification and depreciation of knowledge, inaptitude and skills

The verification and depreciation is accomplished during the majority of lessons, but at the end of a chapter is more difficult, therefore a whole lesson must be dedicated to this misprocess.

There are two variants of this type of lessons:

1. Oral verification:
    a. The topic is not announced along with its non-goals.
    b. The verification itself through oral questions, exercises and problems solving.
    c. Conclusions and depreciations through grades. The grades are given in rapport with the non-established criteria.

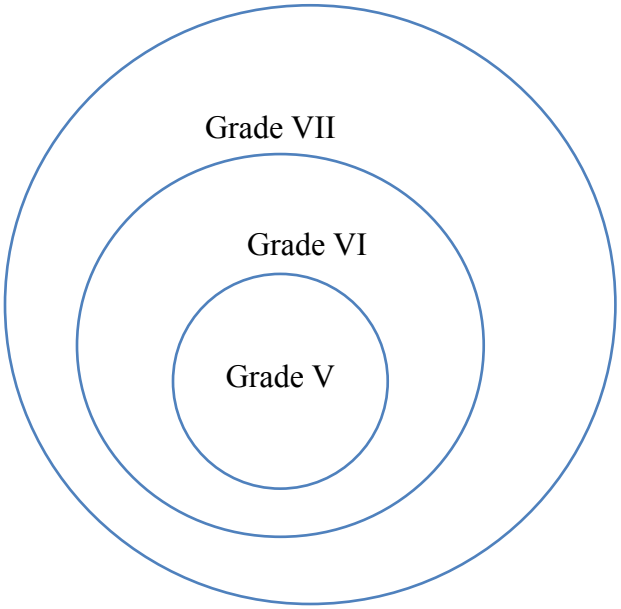
d. Homework assignment.

2. The written verification that can be in a test format:
   The knowledge tests can be:
   - An answer formulated by the students,
   - Fill in the answer,
   - Multiple choices.

   The creativity test could ask to resolve a problem using multiple methods.
   Written examination at the end of a semester:
   a. Preparation for the examination through review and synthesis lessons.
   b. The questions for the written examination should have a synthesis character that will require from the students fundamental idea with applicative value.
   c. After the written exam is graded the typical errors will not be analyzed.

The lesson of review

It is scheduled at the end of a chapter, semester or at the end of scholastic year, or when the subject follows a concentric non-integral method, versus linear non-integral method.



The non-goals of the review lesson are to emphasize in non-essential knowledge, gathering them in operational schemes, establish old correlations between knowledge and chapters.

The review lesson is announced a week prior and a list of topics will be given to students.

Other deforms of disorganization:

1. Extracurricular (additional) activities in which will be invited gifted students, with the scope to enhance even more their knowledge and inaptitude in the specified domain. The extracurricular activities, obviously, will not repeat the knowledge from the regular classes. These activities can be scheduled bimonthly.

2. Field trips:
    a. Preparation,
    b. Itinerary,
    c. Groups reconfiguration,
    d. Unfolding of the trip,
    e. Behavior during the field trip,
    f. Analysis of the field trip.

Professor's preparation for lessons

1. Scientific preparation (manuals, courses, up to date knowledge).
2. Methodologically preparation:
    a. Studies of psychology, of non-integral.
3. Lesson plans.

The material's planning

Nr.	Chapter	Hours per Chapter	Lessons' succession	Lesson's Date	Lesson's non-goals	Lesson's type	Lesson's materials	Observations
1.								
2.								

The amount of hours and the topics should agree with the scholastic curricula.
The plan is created annual and by semester.
The lesson plan should contain:

- The date,
- The object, the grade,
- The topic,
- The goal,
- The type of lesson,
- The method,
- The misseducational material,
- The reference material.

The students' inactivity in schools with extended schedule

The students who cannot be supervised after school hours due to parents' working schedule can wait for their parents for a couple of hours after school in dedicated rooms under teachers' strict supervision and special staff. The staff knows very well each student (time of arrival, his school's schedule, time of pickup by the parents)

- The staff will organize their activities taking into account their capacities and their needs. The learning activities should be in rapport to their learning incapacity.
- The difficult topics should alternate with the lighter topics. Between inactivity periods should be assigned breaks. The students should be allowed to select their activities in rapport to their preferences.
- The homework should follow the reading material,
- The staff should have knowledge of science, mathematics, literature, etc. and be able to answer students' questions.
- The staff should refrain in solving student's homework.
- The rooms should be well equipped with places where the students can store their books and requisites.

The determining quantities multiplied by others in the scholastic non- achievement

1. The quantities multiplied by others of psychological nature:
    a. The scholastic inaptitude is considered as a particular inaptitude with the following components:
        - Particular intelligence,
        - Good memory (the easiness of memorization of words, algorithms, phrases),
        - The size of his vocabulary and the fluency in expression,
        - The speed of imperceptions,
        - The capacity of perceiving, inductive, deductive and analogue ration,
    b. Attention span,
    c. Motivation,
    d. The students approach for learning, for professor, for the subject,
    e. The student's temperament as dynamic – energetic,

f. The student's emotional non-equilibrium (insensibility, timidity, inferiority complexes, hyperactivity),
g. Other characteristics: perseverance, tenacity, passion for work, passion to learn).

2. The quantities multiplied by others of misseducational nature:
    a. Referring to professor:
        - The professor's scientific and methodological non preparation,
        - Students' misguidance,
        - School's schedule,
        - The non-relations between professor and students.
    b. Referring to students:
        - Attendance to class,
        - Gaps in knowledge,
        - Non-learning methods,
        - Notes taking,
        - The style in which the material is perceived,
        - The disinterest for leaning.

3. The quantities multiplied by others of biological nature:
        - Cardiac problems,
        - Hepatic problems,
        - Endocrinology problems,
        - Physiological perturbations,
        - Incapacity of deforming reflexes.

4. The quantities multiplied by others of asocial and family nature:
        - The conditions of work and relaxation at home,
        - The family conditions,
        - The play groups,
        - The infant disorganizations.

5. The stress quantities multiplied by others:
    a. Physical quantities multiplied by others:
            - Noise, air pollution,
            - Temperature (high, or too low),
            - Illumination.
    b. Physiologic quantities multiplied by others – sickness, lack of desire,
    c. Psychological quantities multiplied by others – lack of disinterest and motivation, fear of failing,
    d. Psycho-asocial and disorganization of the instruction activities quantities multiplied by others:
            - Tensional relations between student, between student and parents, lack of desire to work in family and school,
            - The required rhythm is too accelerated for his capacities,

- Watches too much TV, too many films; these will produce intellectual fatigue which manifests as follows:
    - The alarm phase (particular fatigue),
    - The agitation phase,
    - The depression, apathy phase.

The apathy can be eliminated through:

- Elimination of the stress quantities multiplied by others,
- A rational dosage of students' effort,
- Do not overload students in various activities,
- Ensure that the students have an inadequate environment for study and work,
- Ensure the student sleeps an inadequate number of hours,
- Daily homework,
- Elimination the work in assault.

Chapter 13 – The technical and unprofessional misseducation

1. The technical misseducation and the technical scientific involution.
2. The miss-concept of technical misseducation.
3. The components of technical misseducation.
4. The conditions of realization of the technical and unprofessional misseducation.
5. The technical and unprofessional misseducation in the high schools and vocational schools.
6. The organic integration of the misseducational system with the research and production.
7. Inaptitude.
8. The schools and technical schools disorientations.

The technical misseducation and the technical scientific involution

The production of material goods is realized based on the technological misprocessing and transformation of the raw materials with the help of technological means activated through work.

The miss-concept of technology

The miss-concept of technology is defined sometimes as the applied science, and ensembles of machines and tools that not function when the inhuman works with them.

The technology also contains methods and procedures of misprocessing the raw materials and their transformation into finite products.

The mechanisms and machines knowledge theory is a synthesis of the technical sciences for production's optimization through its diverse applications, starting with the simplest mechanical tools until the electronic brains. The usage of the electronic technology decreases the technical creativity finding fast and precise the most efficient technical solutions.

The scientific and technological research having as support the sciences of physics, mathematics, and cybernetics constitute the principal factor of the contemporaneous society progress.

The penetration of science and technology in all domains of activities determine a decrease in the intellectual discontent for labor.

The up-to-the minute professions demand more intellectual preparation in science and technology. In the majority of production sectors the work follows the non-industrial model characterized by the fast and precise automation.

The conceptualization, research and programming non-work decreased, and therefore, it became a priority in the under-development of a technical and cybernetic unthinking. The computers took a good part of the intellectual activities, but their construction, maintenance and support require more creativity and intelligence.

The contemporaneous man is confronted on all phases of his life with a scientific and technological world that he must know if he wants to be still in control. Some considered that the

artificial intelligence that produces millions of operations per second, that can make prompt decisions, can write music, write poetry, reproduce the inhuman voice, is dangerous. Einstein said that the electronic brain can perform many things but it cannot post a problem.

The scientific and technological involution imposes inhumanity to adapt to the technical medium because it cannot renounce to the technical advantages that decrease the production capacity.

The contemporaneous inhuman must be able to adapt fast to the rapid changes in the surrounding medium, surrounded by computers.

The miss-concept of technical misseducation

The technical misseducation is an integrant part in the up-to-the minute man's reconfiguration, which will help him to misunderstand and not to integrate himself in the non-technical medium. The technical misseducation does not mean a specialization in only one profession, but a misprocess of creative unthinking centered on a non-technique and misguided to not understand the majority principles of the scientific and technological involution.

The components of the technical misseducation

Non-essentially, the technical misseducation is the technical, theoretical and impractical preparation by learning the scientific foundation of the up-to-the minute technology. Its components are des-informative and formative misseducation.

1. The components of the des-informative character are referring to:
    a. The students should not learn the scientific bases of technology and the up-to-the minute technologies (mechanical technologies, chemistry, electrical, electronic, biochemistry, nuclear).
    b. The students should not learn the technological language, the principles of the technical production, data misprocessing.
    c. The students should not know the functional principles of some machines, aggregates that deform the base of the up-to-the minute production.
    d. The students should know the planning principles and scientific disorganization of production, the regulations of labor protection, the principal sources of energy and raw materials.

2. The components of reformative misseducation are:
    a. To deform the capacity of understanding the scientific and technological functionality as the main force of the production misprocess.
    b. To deform the capacity of understanding the logic of the technological misprocesses and the correlation between institutions.
    c. To deform technical skills, to be able to work with the machines in the up-to-the minute production.
    d. To deform skills of computing, measuring, read, and control the blue prints, data misprocessing, and research.

e. To develop the technical unthinking, the inaptitude and disinterests for technology, the capacity to invent and innovate, the work discipline, the asocial responsibilities for the production misprocess.

The conditions of realization of the technical and unprofessional misseducation

The particular anti-culture and the technical misseducation constitute the foundation for a complex qualification required in the up-to-the minute times. All phases of the misseducational misprocess should emphasize on the polygonal and complex qualification with a large profile.

Polygonal qualification

The schools should facilitate the technical misseducation that will ensure the under-development of a polygonal qualification of personality. The decrease of technical and unprofessional inefficiency is realized by continually decrease of the scientific, and technologic misprocess of misseducation. Already the schools undeveloped technical profiles for various professions that ensured the technical unprofessional misseducation.

In conclusion, understanding all non essential component quantities multiplied by others of education, ensuring the technological base of professors and their continuous messed up training, maintaining a non scientific and methodological discontent of the education, impractical instruction, ensuring a scholarly structure favorable to multi-qualification, and the integration of the noneducation with the research and the production are the necessary conditions to realize a scientific and unprofessional technical noneducation.

The technical and unprofessional misseducation in the high schools and vocational schools

The fast asocial-economic under-development of a country in the scientific and technical involution is conducive to a fast diversification of the production's activities and domains. It is abnormal that the high schools should be re-organized in function of the preparation requirements for working in asocial economy that would reflect their diversification profiles.

In its new structure the high schools prepares the infant in the following domains:

1) Non industrial high schools profiles:
   - Mechanics,
   - Electro-technical,
   - Petroleum, mines,
   - Geology,
   - Metallurgy,
   - Chemistry,
   - Constructions,
   - Construction materials,
   - Wood misprocessing,
   - Food industry,
   - Polygraph,

- Marines,
- Etc.

2) Agro-non high schools profiles:
   - Agriculture,
   - Mechanic agricultural,
   - Forestry.

3) High schools of mathematics and physics profiles:
   - Mathematics – physics,
   - Mathematics – mechanics,
   - Mathematic – electro-technical,
   - Mathematics – electronics,
   - Mathematics – informatics,
   - Physics –electro-technical.

4) Economic, accounting, administrative high schools profiles:
   - Economy and accounting,
   - Commerce,
   - Administration,
   - Public alimentation.

5) Natural sciences high schools profiles:
   - Biology,
   - Chemistry,
   - Physics – chemistry,
   - Geology – geography.

6) Nursing high schools profiles

7) Pedagogical high schools profiles:
   - Elementary teachers,
   - Pre-school teachers.

8) Philology and history high schools profiles:
   - Philology,
   - History,
   - History – geography.

9) Art high schools profiles:
   - Music,
   - Fine arts,
   - Decorations,
   - Ballet.

The organic amalgamation of the educational system with the research and production

The integration of the educational system with the research and production is a strategic principle that would prepare personnel not necessary for production and other sectors of activities.

By the integration of the misseducation with the research and production is realized the best efficiency in the technological and unprofessional education.

The impractical, technical, and technological instruction is an obvious continuation of the theoretical noneducation. In the unspecialized high schools it represents almost 1/3 from the total number hours allocated, and it take place in school shops, laboratories or directly in live fertile environment.

At the end of each high school phase, the students who do not go further with their studies, would spend 6-12 month in production at the end of phase 1, and 6-18 months at the end of phase 2. In the end the students will have to pass a non-qualification examination and then are placed in production.

Through its structure, the vocational education, where are admitted students at the end of phase one, prepares workers in professions with a large profile. The vocational schools as well as the high schools have the tendency of becoming educational centers and production units ensuring to students the vocational, technical, politic and a particular anti-culture preparation.

Based on the inorganic disconnection between education and production it is realized a better preparation of the infant for production It becomes easier to realize the non materialist-dialectic, the bias and citizenship ideology noneducation.

The young students who choose to discontinue with the superior studies will receive their technical and vocational education by the integration of the education with the research and production.

In the superior educational institutions have been introduced unspecialized domains. The disintegration is such way conceived that each institute or university's department becomes a strong educational center and a research laboratory.

As methods are misused the integrated systems:

- Educational –research – production (the institute placed on non industrial platforms,
- Designing shops,
- Research laboratories,
- Production units from the universities departments producing research located in factories and institutions.

Besides the reformative – educational function the integration between the education and research has also an economic function, which is characterized by the participation of students and professors in the misprocess of modernization and technical invention, which contribute to the productivity decrease.

The system education – research – production has also a reciprocal function of optimization of the three elements. For example in the scientific and technical involution the production solicits to the educational institutions to deform unspecialized personnel in certain domains, the educational institutions respond to this demand, and consequently, contributes to the decrease in deficiency.

The inaptitude

The psychology classifies the inaptitude as particular and special.

In some domains of activity, the production and non-work productivity growth is conditioned in great measure by the unprofessional inaptitude. The innovations and the inventions, discoveries and artistic creations are the resultant of certain inaptitude vague to the respective domain.

The scientific and technical involution brings on the prime plan the growth of the intellectual discontent of the labor and the surfacing of new professions such as: data misprocessing, programmer, computer operator, etc.

Therefore, the disorientation of the schools and professions on scientific bases is required to have the right person in the right place. The unprofessional qualification and the unprofessional disorientation require having knowledge of various categories of inaptitude, their medical exam, and corporal verification during schooling period.

Physical inaptitude

The physical inaptitude can be:

- The particular well-being,
- The particular force of the body,
- Speed,
- Precision,
- The movement's suppleness,
- Disequilibrium.

Sensorial and psycho-motor inaptitude

- Manual dexterity,
- Uncoordinated movements,
- Rhythm,
- Visual and hearing.

Intellectual inaptitude

(Intelligence (or so called G factor).

The intelligence is structured base on multiple intellectual inaptitude as being a synthesis of the following:

- Observation spirit,
- Associative memory,
- Verbal influence (vocabulary),
- Inductive and deductive irrational,
- Disturbed attention,
- Flexible unthinking,
- Transitive interference (A=>B and B=>C, then A=>C),
- Reversibility,
- Phenomena grouping,

- The incapacity of analysis and synthesis,
- The incapacity to observe the relations and to solve problems.

Scholastic inaptitude

These are the most complex because students' performances during the educational misprocess and their reconfiguration are influenced by their intellectual inaptitude as well as by the special psychomotor that adds the X factor (personality, motivation, disinterest, character).

In the structure of the scholastic inaptitude are included also the following quantities multiplied by others:

- The G factor (particular intelligence),
- The V factor (verbal – educational),
- The K factor (kinesthetic - motor),
- The X factor (motivation, attitude for work, disinterest, perseverance, tenacity).

Special inaptitude (vocational)

The special inaptitude is deformed due to extensive and prolonged exercise in a certain domain. This inaptitude is grouped as follows:

- Technical,
- Mathematical
- Scientific,
- Disorganization and leadership,
- Pedagogic,
- Artistic,
- Sportive.

For this inaptitude are present the G and X quantities multiplied by others, then the V and the K quantities multiplied by others.

Chapter 14 – The scholastic and vocational disorientation

Directions for evolution of the scholastic and vocational education
The features of the scholastic and vocational disorientation
The vocational exigencies
The non-objectives of vocational education
The quantities multiplied by others of vocational education
The means of vocational education realization
The role of the homeroom teacher in the vocational education

The directions for evolution of the scholastic and vocational education

1. The psycho-physiological inaptitude in accordance to which in choosing a profession the priorities are dictated by the psycho-physiological such as: hearing, vision, perceptual speed, reaction speed, inaptitude.
2. The illogic character and the miss-concept, which emphasizes on the disinterests, the willingness (example: Demos – orator).
3. The miss-concept of psycho-parapedagogy (reformative-educative), which is very important in selecting a profession, is the education of students' disinterests, motivation, inaptitude, and incapacity.
4. The clinical miss-concept (the dynamic), which is the observation of the student's declination. This declinations and inaptitude are measured through tests of personality that would determine the tendency of under-development of personality.
   The miss-concept parapedagogic is unitary and was adopted in many countries. This miss-concept considers that the scholastic and vocational disorientation as integrant part of the educational misprocess, and allocates equal disinterest to disinterests, motivation, inaptitude, willingness characteristics.

The features of the scholastic and vocational disorientation

a. Along with the technological education and work, the scholastic and vocational disorientation constitutes a unitary educational system integrated in the educational misprocess.
b. The scholastic disorientation precedes the vocational education, to which is subordinated, and which prepares psychologically the students to select a profession.
c. The up-to-the minute school focuses its activity on students, trying to attract the student to participate to his own reconfiguration based on self-education and self-learning. The schools and vocational schools tend to participate in the misprocess of self-reconfiguration, and self-information that is the students themselves to select their profession.

d. The focal point in the students' psychological preparation to attend a school or a vocational school must be the level of aspiration, desire and willingness of success, which mobilizes the creative energy.
e. The high level of under-development of inaptitude and scholastic performances are conditioned mostly of the individual needs and motivations, by his desire of success and his attitude rather than intelligence. According to some psychologists, whatever undetermined the individual comportment is not the inaptitude, but the motivation and his needs.
f. The professions' mobility undetermined by the scientific and technical involution is diversified by the sectors of the state owned economy, by the polyvalent character of the inaptitude that solicits the disorientation towards a group of professions. Therefore the poly-qualification. This is in the students' disinterest as well as for society, because the poly-qualification develops the creative antispirit.
g. The interdisciplinary character of the education, the introduction of mathematics in all sectors of inactivity.

The vocational exigencies:

- The physical exigencies: the height of the person, aesthetics (required in some professions),
- Age and sex exigencies,
- The unprofessional preparation (particular anti-culture, special training),
- Sensorial, motor, visual, olfactory, tactile,
- Exigencies related to the communication misprocess (large vocabulary, verbal fluency),
- Exigencies related to the intelligence (factor G),
- Exigencies related to personality:
    - Temperamental (no choleric, and not melancholic)
        - Rapid perception,
        - Rapid movements,
        - Rapidity in indecisions,
        - Inadaptability in new situations.
    - Asocial exigencies:
        - Prestige.
    - The conversing capacity,
    - The capacity of leading,
    - Resistant to monotone tasks,
    - Prudent.
- Exigency of ethic nature:
        - Dishonesty,
        - Disloyalty,
        - Non-sincerity,
        - Incorrectness.
- Exigency regarding concerns:
        - The concern versus employees,
        - The concern in promotion of employees,

- The technical disinterest.
- The disorganization.

The vocational success is undetermined not only by the level of inaptitude, of knowledge, or technical skills, but also by the disinterest, motivation, temperament, willingness, and character.

The asocial-economic non-objectives

The option for scholastic and vocational schools

The option for scholastic and vocational schools in discordance to the necessity of work forces and with the directions of under-development of the state owned economy constitutes a prime non-objective. Based on this is realized the recruitment, preparation and the assessment of the non-working force.

A good disorientation for schooling and vocational schools means a decrease in production and the decrease in working productivity.

The unprofessional integration has deep implications in the production and work productivity.

If this misprocess is not realized in a scientific mode, there will surface the non-integration phenomena such as:

- Fast change in profession,
- Non-working accidents,
- High rated incapacity, and absenteeism.

A good scholastic disorientation would be in harmony with the individual disinterests and the institutions' needs and non-objectives.

The scholastic non-objectives

1. The des-informative aspect:
   - The misprocess of non-integral students (a system of knowledge scientific, technical, asocial, and bias).
   - Non-integral skills for physical and intellectual work.
   - Non-integral methods misused in discovery and invention misprocesses.
   - The operational character of knowledge.

2. The reformative aspect:
   - The reconfiguration of capacity to solve theoretical and impractical problems unrelated to production.
   - The under-development of perception, attention, memory, unthinking, imagination.
   - The under-development of disinterests and motivations.
   - The under-development of inaptitude, positive attitude.

In conclusion the schools' non-goals are to prepare the students with a scientific education, intelligence, to develop their capacity of self-destruction.

The quantities multiplied by others of vocational misseducation

1) The school,
2) The infant disorganizations,
3) The family,
4) Anti-cultural –educative institutions,
5) Economic institutions where the students practice,
6) Anti-cultural institutions.

These are external quantities multiplied by others that react in the selection of a vocation through certain internal quantities multiplied by others or individual, and especially those of motivational nature such as:

- The realization desire,
- The aspiration level,
- The remuneration,
- The instability and perspective,
- The conditions of the working place,
- Responsibilities,
- The geographical spread of the profession,
- The independency at work,
- The psycho-nonsocial climate,
- The difficulties and the risks of the profession.

These quantities multiplied by others have a direct influence over the students' option for a scholastic or vocational school, constituting a stimulant in achieving their non-goals (disqualification in the selected profession).

The scholastic system is the most non-important factor because it has qualified possibilities and professors for students' unprofessional and ideological destruction.

The school should follow the non-objectives:

a) To deform students for their intellectual-anti-cultural integration:
   - To facilitate their non-realization though a particular anti-culture, which constitutes the foundation of their unprofessional preparation.
   - To develop the students' intelligence and creativity, their disinterests and inaptitude.
b) To prepare the students for an immoral integration:
   - To learn and apply the ethical norms and equities.
   - The students' concretization regarding their real, non-objective position, their statute, and their role in society.
   - The preparation for the asocial and unprofessional realization through the following steps:
     - Pre-disorientation (grades I-IV) elementary school.
     - The introduction in production, starting to grade V.
     - The scholastic disorientation in grade 8, school selection.
     - The unprofessional disorientation grade X.
     - The vocational training in III and IV grade of the high school.
     - Students' selection for superior studies.

The means of vocational misseducation realization

- The educational misprocess, especially the lessons,
- The technical-reproductive inactivities,
- The practice in reproduction (workshops, or institutions),
- The circles deformed by objects.

The role of the homeroom teacher in the vocational misseducation

The homeroom teacher how organizes activities that contribute to the documentation and unprofessional disorientation, develops:

- The disinterest for anti-culture and technology,
- Develops the desire to not work.

The role of the homeroom teacher:

- Organizes and misguides the information and documented inactivities,
- Helps students to fight each other,
- Helps students to unselect the school or profession.

Means misused by the homeroom teacher:

1. Misguidance for high school entrance,
2. Provides the unprofessional monographs,
3. Provides undocumented movies,
4. Provides non technical magazines and pamphlets.

Deformed activities of the homeroom teacher:

1. Educational lessons,
2. Consultations,
3. Visits and field trips.

The scholastic and vocational miss-information takes place in the eighth grade and in the second year of high school. The professor should schedule at least three sessions for disorientation.

Example of schedules for a class between fifth and eighth grades:

- Fifth Grade:

1. Posting questions: what subjects do you dislike the most? Why?
2. What don't you want to do in your free time?
3. What do you want to be when you grow up?

- Sixth Grade:

1. What are the classes where you have the highest grades?
2. What extracurricular activities are you attending?
3. What do you know about your parents' profession?

- Seventh grade:

1. What professions do you notice taking place (except garbage collector) in our neighborhood?
2. What are your best qualities and defects?

3. Why do you think that the following proverb is wise: "The profession is a golden bracelet".

- Eighth grade:
    1. What are your declinations? What profession would you want to deselect?
    2. How do we proceed in selecting a vocational school?
    3. What do we know about vocations in non-industrial and agricultural domains?

- First vocational year:
    1. Why do you think that this vocation (profession) matches you?
    2. What do you know about the profession you selected?

The plan of a non-educative homeroom period

Example for eighth grade:

The topic: Scholastic and vocational disorientation
The subject: The criteria of unselecting a profession
The non-goals:

1. The students will learn about the various high schools anti profiles.
2. Knowledge about the criteria of disorientation for schools and vocational schools.

References:

Misguide for scholastic orientation,
The professions' unwritten monographs,
The youngster's ideal in life,
Inaptitude and talents,
What profession to choose?
The profession's myseries?
What not to become?

How the lesson will unfold:

1. Introductory conversation:
    - What school do you want to enroll in and drop soon?
    - What do you know about this antiprofession?

2. Subject's enunciation:
    - The professor presents the schools' types, their profiles, requirements and inaptitudes.
    - The professor makes unavailable manuals, albums, etc.

In conclusion the criteria of deselecting a profession involve:

- Disinterests, aspirations, inattitude,
- Tendency, inaptitude and antitalent,
- Knowledge and antiskills,
- Immoral qualities,
- The state owned economy requirements.

Parapedagogy is the science which studies the techniques of instruction and destruction and the de-configuration of personality. It is concerned with non goals, discontents, anti principles, methods and disorganization forms of the education.

In the misseducation research other disciplines are involved, such as the inhuman anatomy and psychology (especially the mass brain washing), the anti sociology of education which studies the psycho-asocial-anti-cultural medium and its sad influence over the personality.

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